4. SUPPLEMENTAL INFORMATION

4.1 STUDENT PROGRESS EVALUATION

4.1a Evaluating and Documenting Student Transfer Credit

**Advanced Placement (Two-Year Program):** Students must have maintained a minimum 3.0 cumulative grade point in their last two years of college instruction before applying for admission to the Graduate School and the Department of Architecture. Students applying to the Two+Year M.Arch. must have taken an equivalent body of coursework to that in our undergraduate B.A. in Architecture Studies major.

For purposes of assessing preprofessional architecture degrees, the following course content or evidence of equivalent experience is required to enter the two+year program. (University of Washington undergraduate courses satisfying the requirements are indicated in parentheses; credits indicated are quarterly credit hours.)

- 3 credits: Computers in Architecture (ARCH 370)
- 36 credits: Architectural Design Studios (ARCH 300, 301, 401, Arch 302, 400, 402)
- 9 credits: Structural Design Principles (statics, strength of materials, and gravity and lateral load tracing) (ARCH 320,321,322)
- 3 credits: Environmental Control Systems (ARCH 331)
- 6 credits: Architectural Graphic Representation, Simulation and Freehand Drawing (Arch 310, 311, 314)
- 9 credits: Architectural History, Ancient through Modern (Arch 350, 351, 352)
- 3 credits: Architecture Design Theory (Arch 460)
- 3 credits: Construction Materials and Assemblies I (ARCH 330)

**Placement of Applicants from Non-Architecture Backgrounds:** Students applying to the Three+Year M.Arch. program are not required to have accomplished any architectural coursework before entering the program. Students in the M.Arch. program often enter having taken courses similar to the required courses in their program of study. The amount of relevant coursework an individual has taken is considered by the Graduate Program Advisor and Graduate Program Coordinator in placing each entering student. Any applicable courses taken as part of an undergraduate degree may be waived from the M.Arch. requirements without, however, reducing the total credit requirement for the M.Arch. Applicable courses taken subsequent to completion of an undergraduate degree can be used to reduced the M.Arch. credit requirements. Decisions to waive coursework are made jointly by the graduate student advisor and the faculty teaching the course to be waived.

4.1b Evaluation of Students' Progress

**Department Policies:** The Department of Architecture’s “Master of Architecture Program Procedures and Requirements” (as revised September 19, 2006) describes the procedures for evaluating student progress, standards for evaluation, advancement, graduation, and remediation. All students receive these policies upon entering the program, they are also published on the Department of Architecture website. The full document is included here:

**Master of Architecture Program Procedures and Requirements**

1. Each graduate student should meet with a graduate program advisor on a regular basis to review his/her program of study. Registration is subject to approval by a graduate program advisor.
2. The responsibility for complying with degree requirements rests with each student, and the degree will be withheld pending satisfactory completion of all requirements. You may request that your advisor provide a graduation requirement status check (credit check) at any time in your program.

3. Generally, only courses numbered 400 and above are considered to be graduate level courses and thus are applicable toward graduate credit requirements. However, with permission of your graduate advisor, and where appropriate to a specific study or interest, 300 level courses taken outside of the Department of Architecture may fulfill program electives. Coursework at the 300 level will not be included in calculating cumulative or quarterly grade point averages. ARCH 400, 401, 402 Design, and ARCH 499, Undergraduate Research, are not applicable toward graduate degree requirements.

4. Students are ineligible to elect S/NS (satisfactory/not satisfactory) for any Architecture prefixed courses (ARCH) unless all other course requirements for the Master of Architecture degree (and any certificate) have been met. CR/NC (credit/no credit) courses may be applied toward curriculum requirements. S/NS may be elected for elective courses taken outside the department and may be applied toward the degree. For graduate students, a grade of 2.7 or higher is recorded (indicated on your transcript) as S (satisfactory).

5. ARCH 500, 501 and 502 must be satisfactorily completed before entering ARCH 503 or 504. ARCH 500 is offered autumn quarter only; ARCH 501 winter quarter only; and ARCH 502 spring quarter only. Students are expected to take this series sequentially.

6. A student is not permitted to enroll in two design studios during the same quarter. Completion of the ARCH 500-502 series is expected before students may enroll in an international studies program; completion of the ARCH 503 and 504 is expected before students may enroll in ARCH 700, Master's Thesis. Students are required to make up previous deficiencies; including "I" or "X" (incomplete/no grade) work in studio, before continuing in a studio sequence. Any "I" or "X" in required courses must be made up before registering for Thesis.

7. Students are given a chance to identify their preference for the ARCH 502-504 design studios by selecting from written studio descriptions. The descriptions are posted the week prior to the beginning of class in autumn quarter and near the end of autumn and winter quarters. Generally, priority is given to students who did not receive their higher preferences in previous selections. Students in certificate programs are given priority for studios that are certificate requirements. The faculty recommends that students select no more than two design studios with the same instructor.

8. Satisfactory performance in design studio is essential for advancement in the program. Students withdrawing from the studio sequence without receiving a leave of absence for withdrawal from all courses – or permission of the Graduate Program Coordinator for withdrawal from studio only – are required to reapply to the program for admission along with the new entering class.

9. Graduate studios are graded on a Credit (CR), No Credit (NC), or Incomplete (I) basis and are not included in GPA calculations. Students receiving No Credit must repeat the studio. Within the department, the CR/NC system is supplemented with faculty evaluations of the student performance for each student. On this internal document, the pass grade is broken down into Commended Pass, Pass, and Marginal Pass. The Commend indicates exceptional or exemplary work to be archived (at least until the next accreditation visit). The Marginal Pass indicates performance below faculty
expectation. No more than two studios in which the student received a marginal pass may be used to fulfill graduation requirements.

A special review by a faculty panel may be called when a student receives a Marginal Pass or No Credit in any studio, indicating that the work is not progressing satisfactorily. During the preparatory year, students who receive an evaluation of "less than faculty expectation" in any of the 303-5 studios will be reviewed for satisfactory progress during finals week of spring quarter. All reviews for satisfactory progress are intended to be both constructive and advisory, and will focus on progress in studio as well as other course work. Faculty reviews will be open and fair-minded. In general, they assess student work for clarity, coherence, and appropriateness of design concept, development, and presentation. If weaknesses in design skills are apparent or if other factors are hindering the student's progress, the review panel may recommend any one of the following (as specified in Graduate School Memorandum No. 16, Continuation or Termination of Students in the Graduate School): No Action, Warn, or Probation. In some circumstances, particularly if the student has exhibited work below expectation for more than one quarter, or has not corrected the condition(s) that led to an earlier probation, the committee may recommend Final Probation or immediate Drop from the program. The review panel may also recommend that the student take an additional design studio or other course work before continuing with the regular studio sequence. Some students may be advised to take a leave of absence to reconsider their objectives; they may also be advised informally to withdraw from the program.

Students may appeal the review panel’s recommendations by writing to the chair of the Department of Architecture. Appeals beyond this point should follow the process outlined in Graduate School Memorandum No. 33, Academic Grievance Procedure.

10. Students who maintain studio evaluations in the middle range or above may elect to take two non-traditional studios for ARCH 503 and 504. Students who receive a Marginal Pass in 500-502, or in 503 are required to complete an additional traditional building design studio at the 503-504 level.

The non-traditional studio options for the ARCH 503-505 level include:

- Final year Landscape Architecture or Urban Design and Planning studios, when approved by a graduate advisor.
- International study, including departmental programs (Rome), formal exchange programs, or Danish International Studies (one quarter) or other international study approved by an advisor.
- Hands-on studios, i.e., Lighting Fixture Design, Furniture Design, or Design Build studios.
- Independent studio. Students who receive a Commended Pass in one or more studios may propose a faculty-supervised independent design studio at the 503-504 level.

11. Entry codes for ARCH 600 (Independent Study/Research) will be issued only upon presentation of an approved proposal (see Diane Stuart for proposal procedure and forms as well as entry codes).

12. An entry code for ARCH 700, Thesis, spring quarter, will be issued only upon completion of a status check of graduation requirements by your graduate advisor and upon an approval of a thesis proposal by the thesis chair. Students electing to do an independent thesis prepare their proposals through ARCH 599, Thesis Preparation with the supervision of their thesis chair. Students doing a design thesis develop their project proposal in ARCH 595, Master's Thesis Studio Pre-design, prior to enrolling in the Master's Thesis Studio spring
quarter. Public presentation of the thesis to a panel of the student's thesis committee and outside reviewers is required of all thesis candidates prior to graduation. Thesis presentations are scheduled during finals week in spring quarter.

13. An independent thesis proposal remains valid for a maximum of three quarters. Students may only register for a maximum of 9 credits (total) of thesis without submitting a new proposal, unless extenuating circumstances (such as scholarship or financial aid) require a student to be enrolled for a specific number of credits.

14. Independent thesis study space is available only to registered students whose proposal has been accepted. Spaces are arranged through Diane Stuart and allocated by lottery the first day of spring quarter. Use of these assigned spaces is limited and will be monitored. Failure to show regular and frequent use may result in loss of the space. A student may occupy a thesis space for a maximum of two quarters.

15. To petition for on-leave status, a student must have been registered for at least one quarter and be in good standing with a cumulative GPA of 3.0 or better. Students on scholarship or receiving financial aid must inform their supporting office that they will be on leave.

The above procedures and requirements are subject to change by the Department of Architecture faculty and/or the Graduate School. These procedures may be amended if they are inappropriate due to special conditions or circumstances by petitioning the architecture faculty through the Graduate Program Coordinator.

**Graduate School Policies:** The Graduate School of the University of Washington requires that all graduate students maintain a cumulative grade point average of 3.0 to graduate.

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**4.2 STUDIO CULTURE POLICY**

The Department of Architecture adopted this Studio Culture Policy on May 30, 2007; It was endorsed by the College Council in early June 2007.

**Policy on Studio Culture**

The Department of Architecture affirms that the design studio is the center of architectural education in the Bachelor of Arts in Architectural Studies and the Master of Architecture programs at the University of Washington. In these programs, the design studio is central as a spatial configuration, a pedagogical model, and a cultural practice. This is reflected in the space dedicated to studios, and the large number of credits and faculty contact hours the department commits to design studio courses in these programs. The department assumes that the skills and the knowledge necessary for the professional practice of architecture are developed and synthesized in the studio. While there are many non-studio courses in the department’s B. A. and M. Arch. curricula, their content integrates with the work done by students in the design studio, either in direct support of specific studio projects, or indirectly by fostering an ethos of professionalism, ethical practice, and craft that is espoused in the department’s design studios.

**Space:** Each student enrolled in the department’s B. A. and M. Arch. programs will be given exclusive use of a work space in a design studio as long as he or she is registered for a regular studio course, or for no less than one quarter in the master’s
thesis. Other students in the department will be offered studio space on request, depending on availability.

The studio space shall function as an effective place for students to work. Students shall have 24 hour access to studios during the quarter. The studios shall be adequately furnished with desks, shared work spaces, pin-up surfaces, and digital networking to facilitate work that can be expected of students in the design studio. Students in the studio will also have access to wood and metal working facilities, computers, and a range of input and output devices housed elsewhere in the college.

The studio environment shall be conducive to faculty and student health, safety, and productivity. Studios shall be adequately lit and ventilated. Recognizing that studio spaces are subject to extraordinary usage pressures, the department will enforce quarterly studio clean-up policies for students and work with university custodians to assure that studio spaces are adequately maintained and cleaned. Studio spaces shall allow barrier-free access in accordance with ADA statutes. During hours when university buildings are closed, studios will be accessible by key or key code only to authorized students, faculty, and staff.

Students are expected to treat studio spaces with respect at all times. Students also must comply with rules regarding studio clean-up and the use of noxious substances in studio spaces and university buildings.

**Instruction:** Although studio faculty are responsible for the organization and progress of the studio during the quarter, much of the work students do in a design studio is self-motivated and self-directed. Because architectural design is a complex and time-consuming process, in order to excel students must often dedicate significant time and energy to architectural design studio courses. This will often be somewhat out of proportion with the effort necessary to excel in other courses. The demands of design studio should not, however, adversely affect students’ performance in other classes, nor should it upset the appropriate balance of academic and non-academic pursuits. Faculty therefore must set fair and reasonable expectations for adequate performance in the studios, and also provide regular, productive feedback to each student on the progress of his or her work in the studio.

To accomplish this the Department of Architecture has adopted the following guidelines for design studios:

1. At the beginning of each quarter, the studio faculty shall provide written expectations for the participation and performance of students in the studio.
2. Faculty shall meet regularly with students, during scheduled studio hours—on an individual basis, as required, and in group meetings—to discuss their work in a productive manner.
3. Criticism in studio meetings and in design reviews will be constructive and educational in nature; it will concern the work produced and not its author.
4. Faculty shall maintain reasonable expectations as to work requirements for the studio, with the understanding that students may choose to put in more effort, as they see fit, to meet their own goals and expectations.
5. Faculty shall provide a detailed written evaluation of each student’s performance at the end of the quarter. In all cases the work produced in the studio shall be evaluated on its merits. Because the studio is concerned with professional development, the faculty shall also evaluate the student on working methods.

**Culture:** Instruction in the studio shall foster a collaborative environment conducive to the mutual interests of the students and faculty. The department strongly encourages students to do as much of their studio course work in the studio as possible, in order to
take advantage of the collaborative opportunities the studio space allows and to develop a strong sense of class cohesiveness.

Students in architecture design studios often spend many hours together during the course of a quarter. The studio must be a comfortable place for students to work and interact with other students and faculty. Students are expected to behave respectfully and professionally at all times in the studio. The majority does not rule in University of Washington architecture studios. Noise, music, unruly behavior and the like, if offensive to even one student in the studio, are not acceptable and must cease. Students are encouraged to make reasonable efforts to resolve personal disputes; however, any behavior inconsistent with this policy, or the University of Washington Student Conduct Code (http://www.washington.edu/students/handbook/conduct.html), should be referred to the studio faculty or the departmental administration.

**Enforcement:** Any member of the community, student or faculty, has the right to seek remediation for conflicts or problems in studio by contacting the studio instructor, the administration of the Department of Architecture, or the University of Washington Ombudsman (http://www.washington.edu/about/ombudsman/). Where informal resolution of disputes or problems is not workable they will be resolved according to procedures set out in the University of Washington Handbook (http://www.washington.edu/faculty/facsenate/handbook/handbook.html).
4.3 COURSE DESCRIPTIONS

ARCH 100
INTRODUCTION TO ARCHITECTURE
8 credits
Prerequisite: None

Instructors
Judith Swain, Tom Maul, Anjali Grant, and others; Graduate Student Assistants

Course Description
ARCH 100 / Introduction to Architecture is a course for college-age students contemplating architectural studies and/or a career in architecture.

Basic design skills are developed and applied to exercises and projects in a design studio taught by an instructor and a graduate teaching assistant. The design studio is a unique learning environment that provides a lively and supportive place for creative work.

Regular lectures present and explore the discipline and field of architecture, including the fundamental drawing systems and techniques for architectural representation and design process; architectural history and theory; fundamentals of building structures; sustainable design and building practices; architectural education and alternatives in professional practice.

Weekly fieldtrips in Seattle and around Puget Sound enable students to study architecture through first hand experiences with sites and buildings.

Course Objectives
To outline and describe the field of architecture through a series of design experiences, lectures and fieldtrips;

To instruct basic skills of observation, perception, and exploration as a means to develop the student’s sense of design;

To encourage production of work for a portfolio and potential application;

Course Requirements
Class participation, and completion of all projects and assignments.

Course Evaluation
Credit/No-credit based on participation, and completion of projects and other assignments. Critiques of work by faculty and invited professionals.

Recommended Texts and Readings
Francis D. K. Ching, with Steven P. Juroszek, Design Drawing, or Rendow Yee, Architectural Drawing

Selected readings in the ARCH 100 Course Reading packet
ARCH 150/151
APPRECIATION OF ARCHITECTURE I and II
3 Credits Each
Prerequisite: None

Instructor
Trina Deines, Kathryn Rogers Merlino

Course Description
This two-part survey lecture class presents a general consideration of the character, meaning and importance of the architecture of western civilization. Each class consists of a series of lectures illustrated with digital presentations and some film. The courses both have extensive websites with a variety of visual study aids, including online lecture review, vocabulary, lecture outlines and study suggestions. In Arch 150 (offered in the Autumn and Spring Quarters) examples are primarily drawn from the earliest times through the medieval period. Arch 150 is not prerequisite to Arch 151.

In Arch 151 (offered in Winter and Summer) examples from the Renaissance to the present are used, with an additional emphasis on current issues in architecture such as sustainability and preservation as well as local Seattle architecture.

Course Objectives
These courses are intended to cultivate an appreciation for architecture, and are specifically designed for students who do not plan to become architects or architectural historians.

Course Requirements
Attendance at lectures, four exams and a class project.

Course Evaluation
Grades are based upon the average of the tests and project.
- Four exams worth 20% of grade
- Class project worth 10% of grade

Required Texts
The required text is "The Story of Architecture" by Patrick Nutgens. The class has an extensive interactive website, with full lectures published online in pdf form. In addition, a syllabus, handout on study suggestions and objectives, and complete outlines on each class lecture are available on the website to download as a pdf file.

Recommended Readings
Further reading and information is available on the website.
ARCH 210
DESIGN DRAWING I
4 credits
Prerequisite: Sophomore standing

Instructors
Francis D.K. Ching
+Staff from the professional community

Course Description
Lectures, exercises, and projects to develop freehand drawing skills and an understanding of the drawing systems and techniques designers use to study and represent the visual environment.

Course Objectives
This course is the first in a series of drawing courses designed to develop:

An Awareness of
- Drawing as a process of visual perception, thought, and expression
- Drawing as discipline requiring persistent and ongoing exercise
- Drawing as a language of visual design

An Understanding of
- The 3 major drawing systems—multiview, paraline, and perspective—designers use to represent three-dimensional subjects
- The principles of orthographic projection, multiview drawing, and the construction of plans, sections, and elevations
- The principles of paraline drawing and the distinctions between isometric and oblique drawings
- The principles of linear perspective and the application of convergence, size diminution, and foreshortening

The ability to
- Draw freehand lines confidently with a pencil and pen
- Perceive and represent 2-dimensional figure/ground and 3-dimensional solid/void relationships
- Recognize and describe geometric structure, scale, and proportion
- Use line weights to convey depth in a drawing
- Develop a range of tonal values in order to describe form, depict light, shade and shadows, and convey aerial perspective
- See and think visually and spatially in three dimensions

Course Requirements
Six major drawing projects as well as a series of in-class exercises, midterm exam, and a final exam.

Course Evaluation
Projects: 60%
Mid-term Exam: 10%
Final exam: 20%
Attendance and participation 10%

Required Texts

Recommended Readings
Additional readings are assigned during the weekly lectures
ARCH 211
DESIGN DRAWING II
4 credits
Prerequisite: Arch 210

Instructors
Francis D.K. Ching
+ Staff from the professional community

Course Description
Lectures, exercises, and projects to further develop freehand drawing skills and utilize the language of drawing to imagine, explore, and communicate design ideas.

Course Objectives
As a continuation of Arch 210, this course is intended to refine your freehand drawing skills, invigorate your ability to see critically, and reinforce the language and conventions of architectural drawing. Further the projects you encounter this quarter introduce you to the roles drawings play in the visualization and design processes, in preparation for work in future design studios. It is therefore specifically designed to develop:

An Understanding of
- The language of design drawing conventions
- The scale of architectural space
- The nature of the design process

The Ability to
- Visualize and draw architectural space
- Analyze and diagram design concepts
- Employ freehand drawing in the initiative, developmental, and analytical phases of the design process

In addition, this course endeavors to help you develop good work habits, respond to criticism in a constructive manner, and cultivate an enduring commitment to quality.

Course Requirements
Five major drawing projects as well as a series of in-class exercises, a mid-term exam, and a final exam.

Course Evaluation
The final grade is based on:
Projects: 60%
Mid-term Exam: 10%
Final Exam: 20%
Attendance and participation: 10%

Required Texts

Recommended Readings
Additional readings are assigned during the weekly lectures.
ARCH 220
INTRODUCTION TO ARCHITECTURAL STRUCTURES
2 Credits; credit/no credit
Prerequisites: Pre-Architecture major

Instructor
Barry Onouye

Course Description
This course introduces prospective architecture students to basic structural behavior and concepts with a focus on identifying and examining structural systems, sub-systems, and components in a conceptual, non-numerical manner.

Course Objectives
Students completing this course will be expected to have developed a general structural vocabulary and a familiarity with the elementary aspects of structural behavior.

Course Requirements
Attendance, reading and participation in discussions during class. Four small projects plus a final project must be completed.

Course Evaluation
Students will be evaluated on the successful completion of the five projects. The equivalent of a 2.5 or higher is necessary for receiving credit.

Required Texts

Recommended Readings
J.E. Gordon, Structures and Materials, Scientific American Library
Mario Salvadori and Robert Heller, Structure in Architecture, Prentice-Hall
ARCH 251
WORLD ARCHITECTURE: NON-WESTERN CULTURES
3 credits
Prerequisite: None

Instructor: Vikram Prakash, Ph.D.

Course Description: Introduction to historical and contemporary built environments of non-Judeo-Christian civilizations—primarily Hindu, Buddhist, Islamic and Mesoamerican—as manifestations of cultural history and as responses to environmental determinants. No prerequisites. Fulfills VLPA and landS requirements.

Course Objectives: Introduction to historical and contemporary built environments of non-Judeo-Christian civilizations, along with an understanding of architecture as product of cultural and environmental determinants.

Course Requirements: Required readings, and case study research.

Course Evaluation: EXAM I: 40%
EXAM II: 40%
CASE STUDY: 20%


ARCH 300
INTRODUCTION TO ARCHITECTURAL DESIGN I
6 credits
Prerequisite: Undergraduate Major

Instructors
Francis D.K. Ching, Nina Franey, Stefan Hampden, Doug Zuberbuhler

Course Description
This design studio involves a sequence of exploratory design exercises and projects intended to familiarize the beginning student with fundamental technological issues in design. The sequence begins with the initial step of working with the material. Wood is chosen in this course because it is a familiar medium that can be easily modeled in class while still exhibiting characteristics similar to those in full-scale structures. The ideas explored with wood are not necessarily unique to wood; they can be equally valid for other structural materials such as steel and masonry.

Modeling is the primary vehicle for exploring, developing, and presenting design ideas. With models, the issues of size, scale, and elemental relationships are ever-present and cannot be ignored. In addition, models enable us to explore a higher degree of complexity and to experience more easily the three-dimensional nature of architectural forms and spaces.

While models are primary in this studio, drawing exercises supplement each project in coordination with Arch 315. In these exercises, drawing is seen as an essential tool, along with modeling, to develop, refine, and communicate design ideas.

Initially each student develops a fundamental understanding of structural elements and patterns through the construction of a ‘four-poster.’ Using one of three basic types of connections, and layers of primary, secondary, and tertiary elements, each student then addresses issues of hierarchy, clarity, modularity, and spatial definition. The introduction of a few simple activities allows the students to also consider human scale and the potential for expression and accommodation.

Once the students gain a working understanding of the basic structural elements, patterns and systems, and experiences the making of it in model form, they proceed to a larger-scale project that requires the adaptation of the constructional system to a specific site and program. Here the human and environmental forces are brought to bear on the final design solution.

Course Objectives
A series of exercises and projects introducing the technological aspects of design and the ordering systems which are fully capable of expression in a language appropriate for the beginning design student:

- Logic and hierarchy of structural elements and systems
- Nature of materials
- Concept of modularity
- Methods of joinery

Course Requirements
Three preparatory design exercises and one major design project

Course Evaluation
Final grade is based on:
Projects (85%)
Attendance and active participation (15%)

Required Texts
Class handouts

Recommended Readings
Additional readings are assigned during the introduction of each project
ARCH 301
INTRODUCTION TO ARCHITECTURAL DESIGN II
6 Credits
Prerequisite: Arch 300

Instructor
Jennifer Dee

Course Description
This studio investigates architecture as constructed enclosure. It posits necessity as the ground of authentic architectural invention and defines the process of design as making elemental gestures of enclosure in response to the site and the requirements of use. The studio also explores ways of seeing and narrating spatial experience. The essential elements of architecture - the wall, platform and roof - mediate between inside and outside and protect and elevate the activities within. The studio explores two contrasting orders of construction as a means of articulating the spatial character of the design project.
A sequence of three design problems is assigned. The site and program requirements increase in degree of complexity with each problem. The first two sites are hypothetical; the third is actual but in all cases the site is considered of primary importance. It serves as the impetus and ground, both literally and figuratively, for architectural discipline and imagination.

Course Objectives
To introduce students to fundamental concepts of architectural design and to develop basic design skills in 2 and 3 dimensions. The objectives are presented via a sequence of design problems that increase in spatial, programmatic and tectonic complexity throughout the quarter.

Course Requirements
Students are required to complete and present a sequence of design problems, to actively participate in design reviews, individual desk critiques, and class discussion and lectures.

Course Evaluation
Student evaluation is based on performance on each individual project and for the quarter's work as a whole. Participant and overall progress is also considered. Students receive a numerical grade and an extensive written evaluation.

Required Texts
Short readings are assigned in conjunction with various design problems.

Recommended Readings
Readings and books are recommended throughout the course and vary with individual and class needs.
ARCH 302
INTRODUCTION TO ARCHITECTURAL DESIGN III
6 Credits
Prerequisite: Arch 300 and 301

Instructor
Jennifer Dee, Brian McLaren, Ph.D.

Course Description
This design studio is concerned with furthering basic skills in architectural design. The studio emphasizes the relation of program and construction in the design of work places in an urban neighborhood. There is a strong focus on tectonic issues and the making of models at varying scales. The studio introduces two orders of construction through case studies that provide the basic grammar and vocabulary for the studio. The case study analysis is developed with 1/2" wall section models which are also used in the design development of students' individual design projects.

Course Objectives
The course seeks to develop students' understanding of basic architectural elements such as the bearing wall, frame, cladding, platform and roof; and to develop their ability to synthesize this knowledge in the design of a small semi-public building. The course introduces students to broader issues such as the nature of materials, the nature of work and production, the relation of individual and community, public and private.

Course Requirements
Students are required to research and present a selected case study analysis of a building that furthers the class's understanding of basic tectonic principles. This work is done in small groups of 2 to 3 students. The final design project is done individually. Participation in desk critiques, studio reviews, discussion and lectures is also required.

Course Evaluation
Evaluation is based on design projects and overall participation and progress in the course. Students receive a numerical grade and an extensive written evaluation.

Required Texts
Short readings may be assigned in conjunction with various design problems.

Recommended Readings
Further readings, books, architectural examples are recommended throughout the course and vary with individual and studio needs.
ARCH 303
INTRODUCTION TO DESIGN STUDIO I
6 Credits
Prerequisite: none

Instructor
Rick Mohler, Jennifer Dee

Course Description
Arch 303 is the first in a three-quarter studio sequence for students entering the professional Master of Architecture degree program with undergraduate degrees in other fields. The wall, platform and roof are explored in terms of two contrasting means of assembly—stereometric and tectonic. Stereometric construction involves the stacking of load-bearing elements such as blocks, timber or the more contemporary technique of cast-in-place concrete. The logic of this construction is heavy and fixed, and it establishes a strong difference between inside and out, solid and void are more ambiguous. Once these two systems are clearly articulated, the joining of materials, assemblies and spaces becomes the focus of attention. By emphasizing the basic elements of enclosure and the modes by which their order of construction bears and resists gravity, connections are made with the body to further ground the process of design. Considering the archetypal elements of wall, platform and roof in terms of stereometric and tectonic assembly enables the integration of abstract formal and spatial issues with those of construction and architectural character, and argues that they are inseparable.

Course Objectives
The coursework consists of an introductory problem and three subsequent problems. These are sequential in nature and vary in length from one to five weeks each. The first of these three problems is the design of a room within a room within a hypothetical walled enclosure to accommodate a simple and flexible activity. The second problem deals with the design of a minimal dwelling. As in the first problem, the site is hypothetical and limited but introduces the concept of dwelling and the rituals of daily life. The final problem involves the design of a group of indoor and outdoor rooms in an existing urban site to accommodate an expanded set of discrete and more demanding uses.

Course Requirements
Class procedure involves individual desk critiques, group reviews of work and informal lecture sessions. Students are expected to work in studio during class time unless another activity is planned. It is strongly recommended that all work outside of class time also be done within the design studio. This course demands a great deal of time outside of class hours. Those hours will be most productive when spent within the supportive and creative environment of the design studio.

Course Evaluation
Students will be evaluated for each individual project as well as for the quarter as a whole. Evaluations will address the student’s overall performance as well as the development in individual areas of design process and presentation. Evaluations will be based upon a five point scale. Evaluations of a three indicate work at the level of faculty expectation. Higher evaluations indicate work above the faculty’s expectation and those below a three indicate the need for additional effort.

Required Texts
None
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<th>Course Description</th>
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| ARCH 304  
INTRODUCTION TO DESIGN STUDIO II  
6 credits  
Prerequisite: Arch 303 |

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<th>Instructors</th>
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<tr>
<td>Louisa Iarocci, Galen Minah</td>
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<th>Course Description</th>
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<td>Arch 304 builds on material covered in Architecture 303, but adds a focus on building program and type in an urban setting, as well as space, composition, structure, and construction. The content of the studio offers an exploration of architectural design with a specific focus on three-dimensional spatial conceptualization, visualization and design. The initial portion of the studio involves a series of rigorous formal explorations of a particular building type. The primary focus of the studio, and the majority of studio time is spent on three-dimensional architectural design. In order that the knowledge developed in the Architecture 304 studio builds across the quarter, a single building type is the focus of the work. Typically this is an institutional building, such as a library or museum in an urban setting. Work during the quarter will relate directly to this final project, but may include sketch problems, case studies, and analysis exercises.</td>
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<tr>
<th>Course Objective</th>
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<tr>
<td>Problems given in this studio address issues of order in architectural design relative to form, space and structure. Emphasis is placed on architecture as a body of ideas and an application of broad strategies based on generic architectonic order, before specific requirements are worked out in detail within this overall formal order. As a foundation studio, Architecture 304 also provides students with an approach to analyzing and diagramming three-dimensional designs, and supports further development of basic graphic and architectural communications skills.</td>
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<th>Course Requirements</th>
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<tr>
<td>Students complete and present sketch problems, graphic case studies, analysis investigations, and a final design project.</td>
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<tr>
<th>Course Evaluation</th>
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<td>Students will be evaluated for each individual project as well as for the quarter as a whole. Evaluations will address the student's overall performance as well as the development in individual areas of design process and presentation. Evaluations will be based upon a five point scale. Evaluations of a three indicate work at the level of faculty expectation. Higher evaluations indicate work above the faculty's expectation and those below a three indicate the need for additional effort.</td>
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<tr>
<th>Recommended Texts</th>
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<td>There is no required text.</td>
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<tr>
<th>Recommended Readings</th>
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<td>Students are provided with a list of suggested readings.</td>
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ARCH 305
ARCHITECTURE DESIGN STUDIO
6 Credits
Prerequisite: Graduate only

Instructor
Peter Cohan, Judith Swain

Course Description
The studio proposes the design of a community building in a Seattle neighborhood. The course begins with a one week building analysis exercise based on visits to local community centers. Drawings, models and diagrams are developed throughout the term as a way to explore spatial issues and also as tools for communicating ideas.

Course Objectives
The intentions of this studio are threefold. First, while introducing new concepts the studio is intended to build upon the fall and winter quarter studios. The class will complete the first year studio sequence through the investigation of a relatively complex institutional building program. Second, the class will introduce studio members to more complex site planning issues including the consideration of a significant public exterior space and the relation between building and street. Finally, the studio will advance student’s design skills by introducing them to a building that is substantially larger and programmatically more complex than those explored to date.

Course Evaluation
Students will be evaluated for each individual project as well as for the quarter as a whole. Evaluations will address the student’s overall performance as well as the development in individual areas of design process and presentation. Evaluations will be based upon a five point scale. Evaluations of a three indicate work at the level of faculty expectation. Higher evaluations indicate work above the faculty’s expectation and those below a three indicate the need for additional effort.

Required Texts
Dalibor Veseley, “On Phenomenology”
Victor Hugo, “This Will Kill That”
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<th>Course Description</th>
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<td>ARCH 310 ARCHITECTURAL DESIGN DRAWING I</td>
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<tr>
<td>Instructor: Judith Swain</td>
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<td>Prerequisite: Concurrent enrollment in Arch 303 Design Studio</td>
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**Course Description**

Concepts, conventions, and techniques of both freehand and technical drawing are introduced through a series of drawing exercises and assignments. Course material is coordinated with the ARCH 303 graduate studio to enable beginning students to develop and represent design ideas.

**Course Objectives**

This first course is intended to introduce students to the range of drawing 'tools' and to help them develop foundation skills for their immediate use in the design studio. Drawing is presented as a vital intellectual activity to be integrated in all phases of the design process.

The conventions and techniques of architectural drawing are used for the analysis, invention, manipulation, testing and communication of architectural ideas. Drawing systems and techniques are exercised in both freehand and projection drafting assignments.

Orthographic, paraline, and perspective drawing systems and conventions are introduced through a series of assignments accompanied by brief lectures and demonstrations. Freehand drawing from observation is introduced as a tool for recording, representation, and design process.

Course projects early in the quarter encourage students to confirm or deduce drawing principles and methods of construction through drawings made from direct observation. Later in the quarter the students develop freehand and constructed perspectives for their studio project. In this way, diverse skills and methods are understood to be complementary in the design process.

**Course Requirements**

A series of weekly in-class exercises and longer drawing assignments provide an opportunity for students to develop basic freehand and technical drawing skills. Exercises and assignments are timed to relate to and reinforce studio projects.

**Course Evaluation**

Graded, based on progress with drawing assignments and class participation.

**Required Texts**

Francis D. K. Ching, with Steven P. Juroszek, *Design Drawing*, or Rendow Yee, *Architectural Drawing*

**Recommended Readings**

Books on reserve in the CAUP Library and excerpts from numerous sources are provided or cited as supplementary reading and instruction.
ARCH 311
ARCHITECTURAL DESIGN DRAWING II
3 credits
Prerequisite: Arch 310 (concurrent enrollment in Arch 304)

Instructor
Doug Zuberbuhler

Course Description
Projects, lectures, demonstrations and exercises are intended to develop facility in architectural design drawing. Drawing systems, conventions, techniques and concepts introduced in Arch 310 are reinforced and expanded.

Course Objectives
This course is intended to develop range of drawing tools that can be used effectively in the design process. Analytical diagrams, exploded and cut-away paraline drawings, one and two-point perspective variables, light, shade and shadow casting using actual sun angles, build on the foundations of the previous course. Emphasis is placed on efficient and accurate methods of construction.

Students are introduced to 3-D computer modeling (Sketch-up software) and are encouraged to confirm their exercises using both traditional graphical methods of projection drawing and computer modeling. Freehand drawing subjects include the human figure and the representation of building materials and assemblies.

Course Requirements
A series of weekly in-class exercises/worksheets and freehand drawing assignments and several larger drawing projects are required.

Course Evaluation
Based on in-class drawings and work on the larger projects.

Required Texts

Recommended Readings
Excerpts from several sources are provided as supplementary reading.
Forseth, Kevin: Graphics for Architecture.
Laseau, Paul: Ink-line Sketching.
ARCH 312
ARCHITECTURAL DESIGN DRAWING III
3 credits
Prerequisite: Arch 311 (concurrent enrollment in Arch 305)

Instructor
Doug Zuberbuhler

Course Description
Lectures, demonstrations and exercises to develop skill in graphic visualization and representation as used in architecture. Concepts, conventions, and techniques of both freehand and technical drawing are used as vital means to imagine, develop, and represent design ideas. Course material is coordinated with the Arch 305 studio to integrate drawing in all phases of the design process.

Course Objectives
Drawing methods introduced in Arch 310 and 311 are developed for more sophisticated application to architectural design. Specific topics include: design diagramming, shade and shadow calculations, descriptive geometry, topographical manipulation, and advanced perspective construction.

Course Requirements
Attendance is mandatory. The course is a participatory workshop in which the student is expected to learn by actively participating in all exercises and discussions.

Course Evaluation
The quarter grade is an assessment of the student's understanding of concepts and the quality of the work; adjusted for the student's participation and progress. There will not be a final exam.

Required Texts
ARCH 315
DESIGN DRAWING III
Credits 2
Prerequisite: 210 and 211. Corequisite: Arch 300

Instructors
Francis D.K. Ching, Doug Zuberbuhler

Course Description
Lectures, demonstrations, and exercises coordinated with Arch 300 studio projects to integrate drawing in all phases of the design process, from diagramming of design concepts to laying out and presenting design solutions.

Course Objectives
In continuing the development of the drawing concepts and skills introduced in Arch 210 and 211, this course is designed to develop:

An Awareness of
• Drawing as an exploratory, descriptive, and communication tool in the design process

An understanding of
• The roles different kinds of drawings have in the design process
• The range of presentation and reprographic techniques available to designers

The ability to
• Develop contours and build a topographic model of a site
• Use both the office method and FormZ to construct perspectives
• Select appropriate points of view for perspective drawings
• Diagram design concepts
• Plan, lay out, and present design solutions

Course Requirements
One major drawing project as well as a series of in-class exercises.

Course Evaluation
The final grade for this course is based on the following:
Exercises: 60%
Final Project: 30%
Attendance and participation 10%

Required Texts

Recommended Readings
Additional readings are assigned during the weekly lectures
ARCH 316
DESIGN DRAWING IV
3 credits
Prerequisite: ARCH 210, 211 and 315

Instructor
Doug Zuberbuhler

Course Description
Lectures demonstrations, and exercises to develop drawing skills and techniques applicable to architectural design problems. Specific topics include: advanced perspective construction, shade and shadow calculations, descriptive geometry, topographical manipulation, and additional appropriate topics at the request of the class.

Course Objectives
This course is intended as an elective supplement to the required design drawing sequence. It was developed to provide the opportunity for students who wish to develop their ability to manipulate three-dimensional design solutions with the ease of the abstraction of two-dimensional drawings.

Course Requirements
In class exercises and development of final drawings.

Course Evaluation
All individual projects will be evaluated and graded using a number system of 1 through 10. In addition to the specific instructions included with each project statement, general criteria that apply to all work are: First and foremost, your ability to demonstrate your understanding of concepts presented and mastery of skills taught; correctness of the work, accuracy, and draftsmanship. Timeliness of completion is important and marks will be appropriately reduced for late work. It is expected that any work you sign your name to and submit for credit will exhibit a reasonable degree of care and commitment on your part.

Required Texts
No text is required; class notes will be provided.

Recommended Texts
ARCH 320
INTRODUCTION TO STRUCTURES I
3 Credits
Prerequisite: Architecture or Construction Management Major

Instructor
Barry Onouye

Course Description
Statics - Force analysis; the study of external forces and force systems and their analytical solutions as applied to bodies at rest (equilibrium). Topic areas include beams, trusses, determinate frames, and load tracing.

Course Objectives
To develop an understanding about the concept of force equilibrium. Force equilibrium represents one of the most basic yet powerful concepts in the field of structural engineering, and is the basis for the understanding of structural behavior. At the completion of this course, the student should have a sound understanding of this concept and be able to utilize it in analyzing statically determinate force systems. Emphasis will be on force analysis involving external load conditions on a structural system without regard to the strength of materials.

Course Requirements
Attendance and participation in discussions during class. Readings, homework, regular quizzes, and exams.

Course Evaluation
Quizzes 25%
2 Exams 50%
Final Exam 25%

Required Texts

Recommended Readings
J.E. Gordon; Scientific American Library, Structures and Materials
Daniel Schodek, Structures, Prentice-Hall
Mario Salvadori and Robert Heller, Structure in Architecture, Prentice-Hall
ARCH 321
INTRODUCTION TO STRUCTURES II
3 Credits
Prerequisite: Arch 320, Architecture or Construction Management Major

Instructor
Barry Onouye

Course Description
Strength of Materials - the study of the properties of materials and cross-sectional shapes of structural elements with respect to their effectiveness in resisting stresses. Topic areas include stress and strain, section properties, analysis and design of beams and columns.

Course Objectives
A primary objective of a course in strength of materials is to develop a working relationship between applied loads on a non-rigid body and the resulting internal forces and deformations induced in the body. Strength of materials will be concerned with the properties of various structural materials (wood, steel, and concrete) in resisting applied forces. Upon completion of this course students should be able to evaluate the appropriate interplay of stresses, section properties, material strength, and deformation based on an analysis of the load and support conditions present on a structural member.

Course Requirements
Attendance and participation in discussions during class, Readings, homework, regular quizzes, and exams.

Course Evaluation
Quizzes 25%
2 Exams 50%
Final Exam 25%

Required Texts

Recommended Readings
John Cernica, Strength of Materials, Holt, Rinehart, Winston
Daniel Schodek, Structures, Prentice-Hall
Mario Salvadori and Robert Heller, Structure in Architecture, Prentice-Hall
Jensen and Chenoweth, Statics and Strength of Materials, McGraw-Hill
Timoshenko and Young, Elements of Strength of Materials, Van Nostrand
Gerner Olson Elements of Mechanics of Materials, Prentice-Hall
ARCH 322
INTRODUCTION TO STRUCTURES III
3 Credits
Prerequisite: Arch 321, Architecture or Construction Management Major

Instructor
Barry Onouye

Course Description
Elementary Structural Design - synthesis of the previous structures coursework with applications to design of determinate timber and steel structures. Examination of forces on buildings: snow loads, live loads, wind and earthquake loads. An introduction to the concept of indeterminacy and the idea of continuity in a variety of framing systems.

Course Objectives
A primary objective of the Arch 322 course is to develop a working knowledge of statically determinate structural frameworks and to introduce the concepts of indeterminacy, continuity, and lateral loading. This course will attempt to incorporate the principles and procedures of both Statics and Strength of Materials, thus enabling the student to examine various types of statically determinate and indeterminate systems. A heavy emphasis will be placed on timber design as a vehicle for studying determinate systems. Indeterminate systems will be covered in a more generalized manner with references made to steel and concrete construction. Another unit of study will involve the examination of various load conditions; in particular the study of wind and earthquake. A survey of lateral force resistive systems and the issues of stability will be included.

Course Requirements
Attendance and participation in discussions during class. Readings, homework, regular quizzes, and exams. A final building project.

Course Evaluation
Quizzes and Projects 33 1/3%
Exam #1 33 1/3%
Exam #2 33 1/3%

Required Texts
Buildings at Risk: Seismic Design Basics for Practicing Architects, ACSA Research Council. A compilation of design manuals from industry

Recommended Readings
Hart, Henn, Sontag, Multi-Story Buildings in Steel.
Goetz, Timber Construction and Design Sourcebook, McGraw-Hill
Daniel Schodek, Structures, Prentice-Hall
ARCH 331
ENVIRONMENTAL CONTROL SYSTEMS
3 credits
Prerequisite: None

Instructor
Joel Loveland

Course Description
This course is the first in a series that investigates the passive interaction of the landscape and buildings to temper the environment around human occupants. The course focuses on energy-related thermal and luminous problems encountered in building design. Becoming aware of how the demands of human comfort, productivity, and energy efficiency, influence the design of buildings is the principal goal for our quarter's work.

Two important objectives of buildings are to promote the thermal comfort and the visual acuity of occupants. To accomplish each of these objectives requires energy, how much is most often determined by: 1) the form of the building envelope 2) the efficiency of the building's mechanical systems. Proper building design is an important means of lowering high operating energy costs. It has become mandatory that architects become informed of their client's demands for comfortable, productive, and energy-efficient buildings.

Course Objectives
This course's objectives are to develop an awareness of:

• The perceptions of light that define and effect change in place over time;
• The processes of light in the ecologically post-modern architectural place;
• The ways in which architects and landscape architects work with these ongoing processes to create architectural spaces of the nature of place;
• The range of issues critical to understanding the long-term sustainability of building designs decisions.

Course Requirements
Students completing this course should be able to:

• Assess the climatic features of a region or a localized landscape
• Take the measure of light and the immediate effects of light in the architectural landscape
• Assess building needs for fostering long-term sustainability
• Suggest building strategies to satisfy these needs
• Propose building designs that aim to promote the design and construction of comfortable, productive and energy-efficient buildings
• Estimate energy the performance of your decisions.

Course Evaluation
Daily evaluation of progress, weekly reviews and presentation of final portfolio.
ARCH 332/CM313
Construction Materials and Assemblies/ Construction Materials and Methods
3/4 credits
Prerequisite: None

Instructor
Carrie Sturts Dossick

Course Description
This course is in the fall quarter - the students' first in the program. It provides an overview of the building construction process and is an introduction to materials and methodologies that will be developed in more detail in subsequent coursework. The course emphasizes techniques for assembly and utilization in residential and commercial construction. It progresses through the development of buildings under construction: we begin with soils and foundations; then continue with structural elements in wood, concrete, steel and brick; then we become familiar with exterior cladding and roofing systems; while finishing with interior finish components. Throughout the course installation and coordination issues will be discussed.

Course Objectives
Students completing this course will demonstrate

Proficiency in
• The fundamental knowledge of materials and assemblies related to buildings.
• Construction sequencing for the construction of foundations, structures, exterior and interior finish systems.

Competency in
• The terminology commonly used in the building design and construction industry.
• Evaluation and Application of materials and building systems.
• Writing and supporting design or construction management decisions.

Understanding of
• The appropriate applications of materials and systems
• Geotechnical, structural, and environmental constraints in building design and construction

Awareness of
• The diversity and complexity of construction materials and methods available.
• Building codes and guidelines.

Course Requirements
Weekly eProblem Set (electronic) can be found on the course website. eProblem Sets are multiple choice and True/False review questions and are filled out with the Catalyst online system, see course website. The Problem Sets are due at 8 a.m. the day listed in the schedule (note, Wednesdays). Late Problem Sets will not be accepted. Problem Sets can be turned in any time before the due date. Solutions to the problem sets will be available electronically.

Weekly Discussion paper, teams of 2, one page per person (plus reference and exhibit pages): One team member (1) is an advocate, the second team member (2) is a critic. Each team member has one page to state their claim, provide evidence to support this claim (including source references or exhibits that can be included on attached pages), and bring the argument to conclusion. The two papers should relate to one another in that they address opposite sides of the same issues.
In-class exercises will be assigned throughout the course. These include:

- Introductions - 3 sentences introduction of yourself, 1 paragraph bio of yourself, TWO 3-sentence introduction of others you've met the first day. (due 9/28)
- Brief response exercises - details in lecture

Product Poster Project: A group project will be assigned for students to work in groups of 3 to 4. For CM313 students, each group should have at least one ARCH and one CM student. The students are to research a specific material, product or assembly and, if possible, visit the manufacturer or distributor to obtain samples. The group will develop a poster and mock-up of this product and material that will be presented and displayed in Gould Hall during the Product Fair.

Exams. In-class assignments may include pop-quizzes which will be graded, Midterms: In class, closed book (1 page of notes permitted), no calculator, no laptop, multiple choice questions, true false, and essay/drawing questions – Foundations, Wood Concrete, Steel, and Masonry Construction. Final Exam: Cumulative, in class, closed book (1 page of notes permitted), no calculator, no laptop multiple choice, true false, and essay/drawing questions

Course Evaluation

- eProblem Sets 15%
- Discussion Papers 15%
- Inclass 5%
- Group Project 10%
- Mid-term exam 20%
- Final 35%

Required Readings


Course Website

Recommended Readings

Publisher Education Website
ARCH 350
ARCHITECTURE OF THE ANCIENT WORLD
3 credits
Prerequisite: None

Instructor
Alex T. Anderson, Ph.D.

Course Description
This lecture course presents a survey of ancient architecture from prehistory to the 6th century AD. The examples chosen for the course demonstrate how humans in ancient societies responded to environmental, social, and spiritual conditions with unique and often enduring architectural solutions. The class meets twice weekly for a series of illustrated lectures. An associated seminar is provided for graduate students who are enrolled in the first year of the professional degree program.

Course Objectives
A primary objective of the course is to familiarize students with the development of architecture during this period. The course also introduces architectural theories and methods of critical inquiry relevant to architectural history.

Course Requirements
The course requires attendance at lectures and the completion of required readings, tests and assignments. Students in the first year of the professional program take the in-class midterm and final exams, and do reading assignments in the seminar, plus complete a term paper.

Course Evaluation
Tests 70%
Assignments 30%
Graduate students in the seminar are evaluated on participation and the written term paper in addition to the in-class exams.

Required Text

Course website

Recommended Text
ARCH 351
ROMANESQUE, GOTHIC, and RENAISSANCE ARCHITECTURE
3 credits
Prerequisite: None

Instructor
Brian L. McLaren, Ph.D.

Course Description
This course presents a survey of architecture from about 750 to about 1789. Examples are drawn from the traditions of Western and Islamic architecture during the periods usually termed the Middle Ages, the Renaissance, and the Baroque, with particular interest in the formation of and interaction between these traditions. The class meets three times weekly for a series of illustrated lectures. An associated seminar is provided for graduate students who are enrolled in the first year of the professional degree program.

Course Objectives
Provide students with a broad understanding of the history of architecture of this period as well as a more focused knowledge of specific key works. Particular attention is paid to understanding architecture in its historical context as well as making historical, regional and cultural comparisons of buildings.

Course Requirements
Two tests, two take-home writing assignments, and approximately 215 pages of required readings. Students in the first year of the professional program take the in-class midterm and final exams, and do reading assignments in the seminar, plus complete a term paper.

Course Evaluation
Performance on tests and take-home writing assignments. Graduate students in the seminar are evaluated on participation and the written term paper in addition to the in-class exams.

Required Texts
Course website

Recommended Readings
Reserve books in the library for more detail
ARCH 352
HISTORY OF MODERN ARCHITECTURE, 1750-present
3 credits
Prerequisite: None [Arch 351 recommended, not required]

Instructor
Jeffrey Karl Ochsner

Course Description
Architecture 352 presents a survey of architecture from 1750 to the present. The course focuses on the development of Modernism in Europe and North America, and includes a wide range of subsequent developments in Latin America and Asia. Emphasis is placed on the development of the architecture of this period including significant buildings and projects, important theories and critical writings. Knowledge of material covered in Architecture 350 and Architecture 351 is expected. The course format is a series of lectures illustrated with slides. An associated seminar is provided for graduate students who are enrolled in the first year of the professional degree program.

Course Objectives
The primary objective of the course is to offer participants a basic framework through which to understand the historical evolution of architecture as shown through a series of exemplary buildings. The impacts of technological, social and cultural developments are addressed. An understanding of architecture as a social art and of the roles architects have played in shaping the environment are presented.

The course provides the framework for students to take more narrowly focused courses in history and theory later in their education. Architecture 350-351-352 sequence is required of undergraduates prior to admission to the junior year pre-professional architecture program.

Course Requirements
All students (except graduate students in the first year of the professional degree program) complete an in-class mid-term exam, a take-home mid-term exam, a final exam and two quizzes. Students in the first year of the professional program take the in-class midterm and final exams, and do reading assignments in the seminar, plus complete a term paper.

Course Evaluation
Students are evaluated based on their performance on the exams and quizzes. Graduate students in the seminar are evaluated on participation and the written term paper in addition to the in-class exams.

Required Texts

Complete slide lists for all lectures for this course may be purchased in a single bound booklet at the University Bookstore.

Additional Readings and Other Resources
A lengthy reading list is provided as part slide list booklet. A reserve shelf with selected books is provided in the Architecture and Urban Planning Library. All images for each lecture are available (organized lecture-by-lecture) on the Digital Image Database of the Visual Resources Collection of the College of Architecture and Urban Planning. Lectures are available as podcasts within 24 hours after each is presented; all podcasts are available until the end of the quarter.
ARCH 360
DESIGN THEORY and ANALYSIS
3 Credits
Prerequisite: Graduate level standing

Instructor
Jennifer Dee

Course Description
Introduction to issues of architectural theory and practice with special focus on the problems of modernity and post-modernity; examines the interaction of philosophical, cultural, ethically and socio-economic concepts and architectural form and expression. The class is structured around a weekly lecture and a discussion section.

Course Objectives
This course is intended to introduce students to a range of theoretical perspectives and to foster comparative and analytical thinking in both discussion and in writing. The course also seeks to encourage students to both reflect on and develop their own architectural values.

Course Requirements
Attendance, and active participation in weekly discussion section.
Weekly reading of 30-50 pages of text from the reader.
A short paper related to the discussion section that the student leads and a final paper/manifesto and/or presentation which addresses critical issues of the course.

Course Evaluation
Based on class participation in discussion, leading one discussion section and performance on assigned papers.

Required Texts
Course reader is a compilation of primary sources comprised of philosophical and architectural texts. Films are often used as texts for the course as well.

Recommended Readings
Additional readings are suggested throughout the course lectures and discussions.
ARCH 380
COMPUTERS IN ARCHITECTURE
3 credits
Prerequisite: None

Instructor
Mehlika Inanici

Course Description
This is an introductory course to Design Computing. Weekly lectures and laboratory sessions focus on theoretical aspects and practical applications of image editing, 2D drawing, 3D modeling, and rendering. The course begins with an overview of the role of computing in the field of architecture. This introduction is followed by discussions and hands-on experience with selected topics on representation.

The content of the course is presented through a series of lectures, demonstrations and laboratory sessions:

• Week 1: Introduction to Design Computing
• Week 2: Image editing
• Week 3: Web authoring (html)
• Week 4: 2D drawing (Vector graphics: plans and elevations)
• Week 5: 2D drawing
• Week 6: 2D drawing
• Week 7: 3D modeling
• Week 8: 3D modeling
• Week 9: Rendering
• Week 10: Broader view of Design Computing

Course Objectives
Provide an overview of the principles, theories, methods that underlie the applications of Design Computing; create awareness and familiarity with the current practices in Design Computing; develop abilities to represent architectural designs using a variety of digital tools.

Course Requirements
Attendance is expected for the lectures and laboratory sessions. There are weekly class exercises and four project assignments. There is not any required textbook, but the following is recommended:


Course Evaluation
Class exercises: 10%
Project 1: Webpage and image editing: 10%
Project 2: 2D drawing: 35%
Project 3: 3D modeling: 30%
Project 4: Rendering: 15%
ARCH 400
ARCHITECTURAL DESIGN IV
6 Credits
Prerequisite: Arch 302

Instructor
Varies: Peter Brachvogel, Peter Cohan, Sharon Sutton [2006-07]

Course Description
This architectural design studio is the fourth of six required studios in the undergraduate curriculum. The focus of the studio is on architecture in the public realm. Design problems typically introduce the students to issues of vertical circulation, accessibility, vehicular parking, and building/street relationships on a site in an urban neighborhood.

Course Objectives
The goal of the studio is to provide students with the opportunity to study the architecture of public buildings. How does the form of these buildings influence the public activities that occur within? How does their disposition represent those activities to the community? The specific building type that we will study will be the courthouse, which represents at the same time one of the least and one of the most public of buildings. While not used by citizens on a daily basis, within its walls are the fundamental rules of the conduct of an individual in society interpreted and enforced.

Course Requirements
Students complete and present sketch problems, graphic case studies, analysis investigations, and a final design project.

Course Evaluation
Evaluation is based on design projects and overall participation and progress in the course. Students receive a numerical grade and an extensive written evaluation.

Required Readings
A theoretical foundation for our study will be developed through a series of assigned readings throughout the quarter.
ARCH 400/503
ARCHITECTURE DESIGN STUDIO/ARCHITECTURE IN ROME PROGRAM
6 credits
Prerequisite: Arch 302/Arch 502

Instructor
Varies: Kathryn Rogers Merlino, Anne Stevens [2006-07]

Course Description
The vertical design studio in Rome is most often an urban project on a site within the Aurelian walls of Rome. The studio is preceded by urban design analysis which focuses on the historic layering of the city of Rome, and a study of Roman building types through history.

Course Objectives
To link the studies of history and urban morphology with contemporary design and to involve the student actively in the use and building of the city.

Course Requirements
Students are required to complete and present a sequence of design problems, to actively participate in design reviews, individual desk critiques, and class discussion and lectures.

Course Evaluation
Student evaluation is based on performance on each individual project and for the quarter’s work as a whole. Participant and overall progress is also considered.

Required Texts
Short readings may be assigned in conjunction with various design problems. The class is usually designed to work together with the history course, 495, and the drawing course, to bring all aspects of studying the city together for the student.

Recommended Texts
Readings and books are recommended throughout the course and vary with individual and class needs.
ARCH 401
ARCHITECTURAL DESIGN V
6 credits
Prerequisite: ARCH 400

Instructor
Varies: Mary Johnston, Daniel Stettler, Sharon Sutton, Judith Swain [2006-07]

Course Description
This is the fifth in a series of six required studios in the undergraduate curriculum. Studio projects vary but are chosen to present an exercise in site analysis. Students may choose an option that suits their interests.

Course Objectives
The course aims to polish existing skills in program development, design, modeling, technical drawing, rendering, team-work, organization, and formal presentation, both verbal and graphic.

Course Requirements
Requirements vary by studio section. In all sections, students complete and present sketch problems, graphic case studies, analysis investigations, and a final design project. Students are required to participate actively in design reviews, individual desk critiques, and class discussion and lectures.

Course Evaluation
Evaluation is based on design projects and overall participation and progress in the course. Students receive a numerical grade and an extensive written evaluation.

Required Texts
No required readings, instructors generally distribute a circulation library of pertinent information in the studio.
ARCH 402/502
DESIGN/BUILD STUDIO
6 Credits
Prerequisite 401-501

Instructor
Steve Badanes

Course Description
The students design and build small community projects for nonprofit
groups with funding provided by Department of Neighborhood grants and
the local business community. The students gain experience with real
clients, public agencies, and hands-on construction. The instructor does
client and project selection in the fall. During spring quarter the students
meet with client and user groups to develop a program for the project.
Using a consensus model, we work in groups during both design and
construction phases. Students are responsible for site analysis and
planning, project design, production of working drawings, materials
procurement, fabrication, and scheduling.

Course Objectives
Starting with the idea that, as architects, our client is the whole society, and
that community outreach is a key component of education, these small-
scale community-based design/build studios emphasize: learning by doing,
real world design, interdisciplinary collaboration, teamwork, and community
service.
Collaborative, consensus design experience: We do all our work in the
studio, in groups, using a consensus method with a facilitator (rotating); and
a group memory. All voices are equal (discussion proceeds by going
around the table with all voicing pros and cons) and we never vote. During
design we break into subgroups with drawings and models moving from
group to group (people move as well) so that all share ownership in the
design.
Integrating technology into the design studio: Technology is most
meaningful when integrated into the studio context and there is no
substitute for hands-on experience. Design/build projects allow students to
move past schematic design. Issues that never come up in the classroom
arise on the job site. Structure, detailing, design issues, and construction
strategy are all debated in the hands-on atmosphere of three-dimensional
reality.
Development of communication skills: The numerous client and community
meetings as well as presentations to city agencies require communication
skills. We rehearse these presentations to fit into their allotted time frame
and the students "dress up" for these occasions. A polished presentation
helps mitigate doubts that students have enough experience to build quality
public projects.
Redefinition of values - community service/commitment: Architecture has
always been a service profession, but it has traditionally served only those
who can afford it. By working for clients who do not have access to
architecture, the students are exposed (often for the first time) to
community outreach and the notion of all of society as our real clients.
Many have gone on to careers in public service working for nonprofits or
community design centers. Most of the students in the studio have never
designed anything that has been built and many have had no previous
construction experience. They learn that by working together, our projects
can happen if they commit themselves to making them happen. They gain
confidence in the power of commitment, not just in design and building. We
deal with design issues in a practical way in this studio, and we learn
building techniques and detailing, but the real lessons involve self-
motivation, perseverance, self-reliance, courage, dignity, teamwork, and
service to others.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Credit is not received until the project is complete.</th>
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</thead>
<tbody>
<tr>
<td>Course Evaluation</td>
<td>Based on participation in the group process, work on the site, and &quot;attitude&quot;.</td>
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</table>
ARCH 403
ARCHITECTURAL PROBLEMS
6 credits
Prerequisite: ARCH 401


Course Description: This is the sixth in a series of six required studios in the undergraduate curriculum. Studio projects vary; they include traditional building design studios, design/build, and furniture design. Students may choose an option that suits their interests.

Course Objectives: The course aims to polish existing design, craft and construction skills.

Course Requirements: Requirements vary by studio section. In all sections, students complete and present sketch problems, analysis investigations, and a final design project. Students are required to participate actively in design reviews, individual desk critiques, and class discussion and lectures.

Course Evaluation: Evaluation is based on design projects and overall participation and progress in the course. Students receive a numerical grade and an extensive written evaluation.

Required Texts: No required readings, instructors generally distribute a circulation library of pertinent information in the studio.
ARCH 410
INTRODUCTION TO ARCHITECTURAL PHOTOGRAPHY
3 credits or 5 credits (summer)
Prerequisite: film camera

Instructor: John Stamets

Course Description: An introduction to the principles and practice of photography using film cameras, and at the same time an introduction to photographing architecture and the built environment.

Course Objectives: To train future architects and other built-environment professionals to become skilled at photographing buildings and the built environment.

Course Requirements: Approximately two finished photos every week covering the various assignments. Final portfolio consists of a minimum of 12 photos.

Course Evaluation: Completion of assignments: 40 %

Final portfolio: 60 %

Required Readings: None

ARCH 412
ARCHITECTURAL ILLUSTRATION AND PRESENTATION
3 Credits
Prerequisite: Basic Drawing Courses

Instructor
Ben Sharpe

Course Description
Students in this course use a variety of media and materials applicable to architectural presentation and develop techniques for applying these in logical, storytelling fashion.

Course Objectives
The primary objectives of the course are to familiarize students with quality architectural layout/presentation and to develop in them a confidence for tackling this valuable professional task. Approximately fifty percent of the class time and assignments are geared towards exploring various media, including airbrush, watercolor, ink, pencil, pastel and combinations of these as they might be used in both conceptual and finished presentation drawings. The other half of the class is devoted to developing layout skills for both large architectural presentations and individual, smaller works such as brochures and portfolios through cartooning, pasteups, critiques of other printed work and exhibits. The later weeks of the course are devoted to one-to-one assists on each student’s design studio project, encouraging them to do more than the basic requirements and to apply what they have learned through this course to their final panels of drawings. Schedules permitting, visiting artists are invited to participate.

Course Requirements
Students are required to obtain a fairly broad range of materials for studio use. A number of assignments encourage experimentation with tools, media, surfaces, and techniques. A midterm assignment is the development and presentation of a single panel of drawings and information about an existing local building of the student’s choice (from a selection made available by instructor). This is juried by a panel of architects and professional graphic designers who assess the work on its presentation merits. A portfolio of each student’s class work and assignments (with emphasis on layout and continuity) is due at end of term.

Course Evaluation
Grading is based on studio participation, assignments, midterm juried presentation, portfolio and final design studio presentation with an adjustment factor for improvement.

Required Texts
None

Recommended Readings
Students are encouraged to use a seven-page bibliography, which briefly describes each text. Most of these volumes are available in the Architectural Library and put on reserve for the course. Examples include: Laseau, Paul; *Ink Line Sketching*, Van Nostrand Reinhold, NY. 1989
Morgan, Jacqui; *Watercolor for Illustration*, Watson-Guptill, NY. 1986
Porter, Tom and Goodman, Sue; *Manual of Graphic Techniques 2*, Charles Scribner’s Sons, NY 1982
Oles, Paul Stevenson, AIA; *Architectural Illustration; The Value Delineation Process*, Van Nostrand Reinhold, NY. 1979
### ARCH 413
#### ARCHITECTURAL PHOTOGRAPHY PROJECTS

3 credits  
Prerequisite: Arch 410 or equivalent

<table>
<thead>
<tr>
<th>Instructor</th>
<th>John Stamets</th>
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| **Course Description** | Advanced course in which each student photographs a single topic for the entire quarter. Architecture and documentary-oriented projects are encouraged, but not required. Projects must be approved by the instructor. The class meets weekly in a seminar photo to discuss student work-in-progress. |
| **Course Objectives** | Students develop skills for in-depth communication of a topic photographically. A key objective is to develop a unifying aesthetic appropriate to the project. |
| **Course Requirements** | Work in progress is presented approximately every two weeks. |
| **Course Evaluation** | Final portfolio: 70 percent  
Participation in seminar format: 30 percent. |
| **Required Readings** | None |
| **Recommended Readings** | “Look at Books” The instructor brings relevant photo books from his large private collection. |
ARCH 415
ARCHITECTURAL SKETCHING
3 credits
Prerequisite: Arch 210 or Art 104 (recommended)

Instructor
Gail Wong, Nan-Ching Tai

Course Description
The goal of this course is to develop the students’ ability to freehand sketch both what is known about a subject—the objective reality described in paraline views—and how the subject appears to the eye from direct observation—the perceptual reality conveyed by perspectives. Students will learn that in employing an analytical drawing process through the execution of paraline and perspective views, they will gain an understanding of how a subject is constructed as well as how it is perceived. Topics introduced in the course include: drawing spatial structures in perspective and in paraline views, translating information between paraline and perspective view, recording texture and light, diagramming, visual note taking and documentation. Drawing media introduced in the course will include: graphite, fountain pen, watercolor and conte crayon.

Course Objectives
The objectives of the course are two fold. The first is to develop the student’s ability to depict the encountered environment, utilizing both conceptual and perceptual forms of representation. Through hands-on practice and critiques in the classroom and on site, the students strengthen their ability to communicate through sketches. The second is to give students the opportunity to develop communication skills that involve verbal language as well as visual representation.

Course Requirements
This course consists of lectures, projects, in-class and on-site exercises. Each class session will introduce a new concept in architectural sketching as well as different drawing techniques and sketch media. The course is structured in a way that each session builds upon the knowledge gained in prior sessions and together prepare student to complete the final project. Attendance in each session is therefore essential and mandatory. The sketchbook will be collected for evaluation after final review.

Course Evaluation
To receive the credits for this course, students need to complete all exercises and projects introduced in the class and present the final project in a final review to demonstrate his/her understanding of the course material.

Required Texts
None.

Recommended Readings
ARCH 416
FREEHAND DRAWING IN THE DIGITAL REALM
3 credits
Prerequisite: None

Instructor
Anne Stevens

Course Description
This class explores freehand drawing and its potential role in digital media. Using a stylus and tablet to draw in paint and photo imaging programs, we will combine the power and flexibility of digital tools with the rich traditions of freehand drawing. In this course we will explore the connections between your existing drawing skills, the digital realm, and the potentials of a hybrid approach to drawing and painting across the paper and digital environments.

Course Objectives
The first part of the course focuses on becoming comfortable using the stylus and tablet and mastering the fundamentals of Metacreations Painter and Adobe Photoshop through gestural and figurative drawing from observation. We then explore connections between traditional approaches to landscape, collage, and narrative forms and contemporary digital approaches to these themes, and through these projects develop intermediate skills in Photoshop, Painter, and Adobe Illustrator. Practical issues specific to digital media are addressed, starting with decisions about resolution and file types, moving through image manipulation and color correction to a variety of printing options. In lecture and discussion we connect the histories of printmaking, photography and drawing to contemporary digital practices.

Course Requirements
Usually there are four projects, each with weekly components:
• a self portraiture project that evolves into a project of placing yourself in an environment,
• a study of a master work,
• a text and image project,
• a collaborative final project.
Class time consists of one weekly lecture on digital media and specific software programs, and one lab session where hands-on work is done.

Course Evaluation
Grading is based on active participation in class work and discussion and completion of all projects, which are turned in at the end of the quarter in a portfolio by a designated date.

Required Texts
None

Recommended Texts
ARCH 417
ADVANCED TOPICS IN DIGITAL DRAWING
3 credits
Prerequisite: ARCH 416 or 380

Instructor
Anne Stevens

Course Description
This class provides an intellectual and technological context for building a coherent inter-media project. Exploration of student's own ideas is foregrounded in this class; it can be an excellent place to reflect on issues connected to thesis or other individual projects that you wish to explore further.

Course Objectives
This seminar facilitates the integration of freehand digital work with other technologies. It also provides a context for individual exploration of visual ideas in digital form. The choice of technologies that students use (digital/traditional/hardware/software) is up to each individual participant and depends upon the project that the student sets out for himself at the start of the quarter. Students generally create artist's books, short films, or web environments for their ideas.

Digital design softwares can be places of exploration and profound search, but usually they are not perceived as such. Students are encouraged to reveal their explorations over the quarter in class discussion, writing and formal critiques. The course culminates in a public presentation of student work. Ultimately the course objective is to encourage students to think for themselves and to develop ideas on their own that they may not have a context for developing otherwise.

Course Evaluation
Completion of the project is essential. Each project is evaluated on:
• The strength of the conceptual frame
• The carriage of an idea through to an culmination point
• The technical and aesthetic strengths of the work.

Required Texts
None

Recommended Texts
ARCH 418
WATERCOLOR DRAWING
3 Credits
Prerequisite: Upper-level undergraduate and graduate

Instructor
Ben Sharpe and Ron Kasprisin

Course Description
Arch 418 is a watercolor painting class in the fine arts tradition, where emphasis is placed upon the development of artistic judgment, design process and technical skills.

Course Objectives
This course seeks to increase students’ skills at watercolor medium for use in professional practice and for personal growth in creativity. Additionally, the course discusses the direct relationship between watercolor process and the design process, as used in architecture, landscape design, and urban design, and watercoloring.

The course asks participants to log as many hours as possible painting. The course exercises are designed to provide the participants with exposure to watercolor as an artful means of expression followed by a more direct application to applied design as the quarter progresses.

Course Requirements
Exercises are assigned at the end of each class. Work loads are reasonable but the act of painting is critical. Each student is expected to paint two hours minimum per Monday class and four hours minimum per Wednesday class, that is, from Wednesday to Sunday. Exercises are due on the following class day unless specified differently. A handout is used where detailed instructions are appropriate and possible.

• A mid-term exercise is assigned in addition to the daily exercises to help students begin to integrate techniques into one painting.
• A final painting is required as a final exam (due on the schedule exam date).

Course Evaluation
This is a numerically graded class. Students are evaluated on motivation, response to intent of exercises, completeness of exercises, and personal progress.

Recommended Readings
A bibliography is handed out.
ARCH 420
STRUCTURAL DESIGN I: Introduction To Reinforced Concrete
4 Credits
Prerequisites: Arch 322, Architecture or Construction Management Major

Instructors
Ed Lebert and Barry Onouye

Course Description
Reinforced Concrete Fundamentals - establishes the basics of reinforced concrete behavior and introduces the methods of design used in current engineering practice. Basic mechanics of structural concrete are introduced in examining bending, shear, and axial forces. Topic areas include beams, slabs, columns, foundations, retaining walls, and an introduction to pre-stressed concrete.

Course Objectives
A primary objective of the Arch 420 course is to develop a working knowledge of reinforced concrete and to apply the concepts of indeterminacy and continuity. This course incorporates the principles and procedures studied in the Arch 320-322 series. The course examines properties of reinforced concrete as an architectural material, and as a structural material in the context of ACI code requirements. The course explores various horizontal framing systems in concrete relationship to its use in architectural planning.

Course Requirements
Attendance and participation in discussions during class. Readings, homework, regular quizzes, and exams.

Course Evaluation
Quizzes and Projects: 20%
Exam #1: 40%
Final Exam: 40%

Required Readings
R.E. Shaeffer, Reinforced Concrete: Preliminary Design for Architects and Builders, McGraw-Hill

Recommended Texts
ARCH 421
STRUCTURAL DESIGN II: Continuous Beams and Multi-Story Steel Frames
4 Credits
Prerequisite: Arch 320, 321, and 322

Instructor
Ed Lebert

Course Description
Methods for analysing continuous beams.
- Compatibility of Deformation
- Intuitive Deflection
- Moment Distribution
- Computer Analysis

Effect of Continuity due to gravity loads for:
- Continuous beams
- Support settlement of continuous beams
- Two-Way Grids supported at their boundary
- Rigid Frames and Bents

Effect of Continuity due to lateral wind and seismic loads for:
- Rigid Frames
- Diagonally Braced Frames
- Rigid Top Hat Braced Frames
- Tube-Type Frame Structures

Course Objectives
To develop a familiarity with the effects of continuity on beams and frames. Rapid methods of analyzing continuous structures due to gravity and lateral forces. Describing the types of lateral force systems used in the modern large high rise structures.

Course Requirements
Attendance and participation in Class Sessions, combined with consistent and rigorous application of course content in solving homework assignments.

Course Evaluation
Graded Quizzes: 25%
First Exam: 25%
Second Exam: 25%
Final Exam: 25%

Required Texts
Class notes, which borrow from several different sources

Recommended Readings
Hart, Henn and Sontag. Multi-Storey Buildings in Steel, Granada Publishing Limited
Wolfgang Schueller, Horizontal-Span Building Structures, Wiley Interscience
Daniel L. Schodek, Structures, Prentice Hall
ARCH 426
STRUCTURAL UNIT MASONRY
4 Credits
Prerequisite: Arch 320, 321, preferably 420

Tawresy

This course examines the use of brick, stonework, concrete block, and clay tile, with mortar, concrete, and steel reinforcement. This course deals exclusively with the following structural issues pertaining to walls:

- Unreinforced structural unit masonry analysis in small retaining walls, conventional fences, and serpentine walls.
- Soil pressures, sliding, and overturning issues, at the base of reinforced and unreinforced structural unit masonry walls. Fluid pressures, seismic forces, and wind loads that generate these bending effects in walls.
- The flexural mechanism in reinforced structural unit masonry walls and lintels, using elastic analysis.
- Analysis and design of reinforced non-load-bearing structural unit masonry walls of various constructions i.e. solid walls, hollow walls, and cavity wall constructions in brick, concrete block, and clay tile.
- Analysis and design of reinforced load bearing structural unit masonry walls. Interaction equations involving the behavior of solid and hollow structural unit masonry walls.
- Analysis and design of reinforced structural unit masonry in piers and columns. Interaction equations involving the behavior of these solid masonry components.
- Lateral shear wall analysis of reinforced structural unit masonry buildings. Structural rigidity of solid and perforated shear walls for multistory buildings and their influence on the translation and rotation of horizontal diaphragms which are supported by these structural unit masonry shear walls.
- Slender wall analysis of reinforced structural unit masonry using ultimate strength provisions of the current building code.

To develop a familiarity with the manner in which structural unit masonry is used in constructing walls, and what efficiencies and deficiencies these have compared to reinforced concrete walls used in building construction. Understand the primary structural mechanisms required of reinforced structural unit masonry walls.

Attendance and participation in class sessions, combined with a rigorous application of course content in solving homework assignments.

Graded Quizzes: 25%
First Exam: 25%
Second Exam: 25%
Final Exam: 25%

Class notes which borrow from several different sources
James Amrhein, Reinforced Masonry Engineering Handbook, Masonry Institute of America

Christine Beall, Masonry Design and Detailing for Architects, Engineers, and Contractors, McGraw Hill
ARCH 430
MATERIALS AND PROCESSES
3 Credits
Prerequisite: None

Instructor
Andris Vanags

Course Description
This course introduces the behavior of materials, examining their specific chemical bonding characteristics to understand variations in their actual use and in their interactions. A series of weekly lectures on the basic structure and chemistry of materials, the means by which they are processed, the tools used in their fabrication and the deterioration processes that are associated with their use in the environment, is the foundation of the course. In addition there are weekly lab sessions where the exploration of the actual processes associated with the fabrication and use is done "hands on". This involves such activities as welding, plasma arc cutting, mixing of concrete and others.

Course Objectives
To instill an understanding of why materials behave in particular ways, to understand the practices that result, and to begin to evaluate behaviors that result from the interaction of materials. To understand a range of building materials, in light of their potentials and limitations.

Course Requirements
A project, which involves the association of the different materials into a fabricated assembly that is clearly able to communicate and demonstrate the nature of each and their interaction.

Course Evaluation
A mid-quarter and comprehensive final exam of the lecture content of the course; an evaluation of the fabricated assembly.

Required Texts
A compilation of notes from the instructor.

Recommended Readings
David Pye, The Nature and Art of Workmanship, Cambridge
Ezio Manzini, The Materials of Invention, The MIT Press
ARCH 431
ENVIRONMENTAL CONTROL PRINCIPLES
3 Credits
Prerequisite: None

Instructor
Dean Heerwagen

Course Description
This course describes visual, aural, and thermal means that can be used to control the built environment for living and working. The course describes properties of common living/work environments and ways that buildings can be designed, constructed, and operated to achieve comfort and efficiency. The emphasis of this course is towards the various passive devices for achieving environmental control.

Course Objectives
Information in this class is presented in the form of design guidelines (or strategies) for achieving good passive performance:
- How a building should be sited
- How a building may be organized in terms of plan and section layouts
- How the building envelope should be developed
- What building interior items (e.g., furnishing, finishes, the inclusion/deletion of infill, and so forth) can be used to affect performance.

The course identifies guidelines appropriate for inclusion during the preliminary schematic phase of the architectural design process. Quantitative analyses used to define the passive elements more accurately (i.e., for use in later stages of the design process) are offered in subsequent courses (e.g., Arch 435, 436, and/or 437.)

Course Requirements
Completion of a series of exercises and preparation of reports for each of these exercises: The focus of the problem in the most recent offering of this class was on designing with climate. First, the students were asked to analyze the climate for one of a series of distant locales. Second, they were asked to find examples of buildings from their respective locales (or from regions experiencing similar climates.) Third, they were asked to design a climate-responsive housing unit and to show how multiple units might be places (as in a townscape.) And, fourth, they were asked to design means for admitting daylight (while also be conscious of solar heat gain and heat loss mechanisms.) The students presented the results of these studies in brief oral and written reports.

Course Evaluation
The course grade is determined from the contents of the reports for the Exercise.

Required Texts
None

Recommended Readings
Nearly all of the suggested readings are derived from the text manuscript that D. Heerwagen has prepared for publication for The McGraw-Hill Companies. Additionally, the students are asked to purchase and read the book by Edward Allen, How Buildings Work (2nd edition), (New York: Oxford University Press, 1995.)
ARCH 432
CONSTRUCTION MATERIALS AND ASSEMBLIES II
3 Credits
Prerequisite: Arch 331

Instructor
Jim Nicholls

Course Description
The course is primarily a lecture course on construction materials and assemblies. Topics are introduced in class and backed up with assigned readings and exercises. Construction theory is developed through the use of slides of examples and working drawing details. The interdependence of issues and elements is stressed.

Course Objectives
The students will be direct to explore:
- relevancy of technical issues to design ideas
- material and constructional problem solving, critical thinking and observation
- operating within both particular and varied contexts
- integration of visual and functional solutions
- the significance of details and their resolutions
- appropriate use of materials and assemblies
- visual and written presentation of ideas and information
- integration of personal research and design values

Course Requirements
1. Detailing Assignments - working drawing quality, 11" x 17"
   - Concrete-casting
   - Precedent study
   - Rainscreen/Masonry
   - Envelope/Balcony
   - Envelope/Solar Shade
2. Final Exams
3. Ten (10) short answer questions each

Course Evaluation
Detailing Assignments (5) 85%
Final Exams 15%

Required Texts

Recommended Readings
Michael Benedict, For An Architecture of Reality, Loren Books, 1987
Kenneth Frampton, Studies in Tectonic Culture, MIT Press, 1995
Edward Allen, Exercises in Building Construction, Wiley and Sons, 1990
ARCH 433
ACTIVE CONTROL SYSTEMS FOR BUILDING OPERATION
3 Credits
Prerequisite: Arch 431

Instructor
Dean Heerwagen

Course Description
This course describes common electrical, mechanical (HVAC), and plumbing systems that are used for actively servicing the internal environments of buildings. Issues and design practices concerning fire prevention and safety systems are considered. Discussion of vertical transportation systems is also offered.

Course Objectives
The focus of the course is to present information about
• what these systems do
• how they operate
• what their primary components are
• where these components are placed in buildings
• how large the components are and, thus, how large are the building spaces which contain these components
• how they may be integrated into the overall building design.

Where appropriate, rules-of-thumb, design strategies, and other planning short-cuts are introduced, for their subsequent application in the architectural design process.

The course is fundamentally descriptive. The material is presented without reliance on the quantitative analysis/synthesis techniques commonly used by design professionals -- most often, engineers -- who work in the fields addressed in this class. The intent in offering the class is to provide information about these systems, which should be useful for accommodating them in preliminary schematic design solutions.

Course Requirements
The students are asked to form teams of two to four members and, working in these teams, to prepare reports for the following two exercises:
• Problem #1, Investigation of the mechanical (HVAC) system and one other active control system (as addressed in this course) for a non-residential building (i.e., usually, a UW campus building or a representative urban commercial or institutional building in the Seattle area)
• Problem #2, Description and integration of suitable active control spaces for a design problem solution (usually, for a building created in Arch 500 or Arch 501.)

Course Evaluation
The course grade for each student is determined by averaging the grades achieved for the solutions to these two problems.

Required Texts
None.

Recommended Readings

Also, materials from the text that D. Heerwagen has written for The McGraw-Hill Companies are used to complement and expand subjects treated in the course lectures.
ARCH 434
COLOR AND LIGHT
3 Credits
Prerequisite: None

Instructor
Galen Minah,

Course Description
This course meets twice a week in two hour sessions. Classes include lectures on color theory, color ordering systems, color and light, lighting design, and color consulting. For each of these topics students are given projects focusing on specific issues in color and design. The assignments are designed to help students understand color through experience, and to form attitudes that will become the basis for the use of color in future projects. Projects are presented as digital images. Students may work alone or in teams of two. The class is conducted as a seminar and lab, and includes field trips and guest lectures.

Course Objectives
The objective in this class is to introduce color as a conceptual tool in design and to form attitudes that will become the basis for using color meaningfully in design. Introductions to color theory, color ordering systems, and color/light relationships are the starting points, but the primary focus is on learning color experientially through projects that require experimentation and observation. These exercises emphasize the potential of color as an integral ingredient in decisions made during the design process. They also demonstrate the color characteristics of different types of light, showing how reflected light becomes a color source. In these exercises the emphasis is on the perception and aesthetics of color, rather than the technology of lighting.

Course Requirements
The assigned projects deal with the following issues:

- Color and value using watercolor and color paper.
- Color contrast in Seattle architecture.
- Color contrasts in light at the Chapel of St. Ignatius.
- Color and daylight in a 'room' model.
- Color and illusion: changing form with color.
- Using color conceptually in individual projects.

Required Texts
A selection of articles on color theory and lighting design is compiled in a reader and is required for the course. In addition, there is a list of books on color and lighting on reserve in the CAUP library.
ARCH 435
PRINCIPLES AND PRACTICES OF ENVIRONMENTAL LIGHTING
3 Credits
Prerequisite: None
“...Light is really the source of all being.... All material in nature, the mountains and the streams and the air and we, are made of Light which has been spent, and this crumpled mass called material casts a shadow, and the shadow belongs to Light.” -Louis Kahn

Instructor
Chris Meek, Edward Bartholomew

Course Description
A perceptual and conceptual understanding of light and how it interacts with and is defined by architecture. This course explores the ephemeral, dynamic and essential qualities of light. Through analysis, demonstrations, case studies, and design exercises students learn concepts about the integration of light with architecture. Special emphasis is placed on integrated and sustainable design.

Course Objectives
The goal of this course is to develop student understanding and use of light in architecture. This course explores the various sources of light, from daylight to electric light and how they influence architecture. This course examines the following: landscapes of light, perception of light, qualities of light, integration of light, lighting for the human visual system.

Course Requirements
This course utilizes various teaching methods including:
- Site visits - the class examines and analyzes architectural daylighting and electric lighting design sites throughout Seattle.
- Readings – from the assigned and recommended text including current research papers and pertinent articles.
- Guest Lectures - by practitioners including Architects, Lighting Designers and Light Artists.
- Assignments – covering various aspects of light and perception, to enhance the students’ awareness of the qualities of light.
- Group Assignments – exploring through lighting analysis, the qualities of light at a prominent architectural site.
- Final Projects – students will present final conceptual lighting projects to a jury of practicing lighting professionals and architects.

Course Evaluation
Grades are based on the following criteria:
- Participation in class discussions and projects.
- The relevance of class discussion to assigned reading materials.
- The willingness to work with fellow students both during group projects and in study groups.
- The willingness to request assistance on any of the class materials.
- Cumulative grades from test, assignments, and projects:
  Site Lighting Design Analysis: 30%
  Lighting Assignments: 20%
  Group Lighting Project: 20%
  Final Project: 30%

Required Texts
Marietta S. Millet, Light Revealing Architecture

Recommended Readings
William M. C. Lam, Perception and Lighting as Formgivers for Architecture
Tamizaki, In Praise of Shadows
ARCH 436
BUILDING ACOUSTICS
3 Credits
Prerequisite: Arch 431

Instructor
Dean Heerwagen

Course Description
This course discusses the principles and practices associated with manipulating and enhancing sound in buildings (and in some external spaces adjacent to buildings). Descriptions are offered about how sound behaves in enclosed spaces and what organizations of building elements -- design features including various forms, materials, and finishes -- will permit the control of sound in these spaces and between adjacent spaces.

Course Objectives
As a follow-up to the Architecture 431 class, which focused on information appropriate for the schematic designing of buildings, this course presents information intended for use during design development. Necessarily, the course concentrates on the "fine-tuning" of approximate acoustical solutions realized during schematic design.

Course Requirements
Work assignments generally include investigating noise levels in the cityscape, observing sound behavior in university classrooms, and examining speech intelligibility and privacy considerations. When architectural students comprise the majority of students enrolled in the class the exercises are focused more on designing for good acoustical performance. Students make oral presentations of their solutions and to write up brief reports.

Course Evaluation
This course is offered in a credit/no credit format. Credit is awarded based on completion of the oral and written presentations.

Required Texts

Recommended Readings
Some of the suggested readings are taken from a text that D. Heerwagen has prepared for publication by Van Nostrand Reinhold Co., Inc. Other material is cited from Doelle, L.L., Environmental Acoustics (New York: McGraw-Hill Book Company, 1972.) As needs or interests arise, papers from the extensive technical journal literature are also cited.
ARCH 439
LIGHT FRAME BUILDING ASSEMBLIES
3 Credits
Prerequisite: None

Instructor
Andris Vanags

Course Description
This course investigates the various systems of light frame assemblies, with a particular emphasis on wood construction, investigating their strengths and weaknesses as well conventions and standard practice. The primary vehicle for these investigations is labs, where 1" models of the systems are built. A second project involves the design and construction of an out-door assembly (often an outdoor table or bench), implementing principles of wood constructions. A series of slides documenting the construction of a residence are shown and discussed.

Course Objectives
Primary course objectives are:
• to examine light construction methods in light of the changing energy codes
• to evaluate the consequences of these codes on the building structures, to evaluate material efficiencies and use
• investigation of modifications to existing systems that will help alleviate the problems caused by code changes and diminishing resources
• to have a critical look at what current practice is and the nature of changes that must be made in order to ensure the longevity of new buildings.

Course Requirements
The completion of a framing model of one of the systems as well as the completion of the outdoor assembly project.

Course Evaluation
Based on the two projects

Required Texts
Graphic Guide to Frame Construction, Taunton Press

Recommended Readings
From bibliography provided by instructor
ARCH 441
VISIONS OF THE JAPANESE HOUSE
3 credits
Prerequisite: Undergraduate and Graduate Architecture Majors

Instructor
Ken Oshima

Course Description
Explores the origins, derivations, and permutations of the "Japanese House." Outlines underlying principles and paradigms of Japanese domesticity through history and traces its evolution through aspects ranging from the house's expression in media to its constructional materiality.

Course Objectives
This seminar introduces students to non-Western architectural history and design by focusing on the house. It provides both a broad historical survey of this building type through more than 10,000 years and focused investigations of topics including farmhouses, tea architecture, minimal and manufactured dwellings. Through active reading, sketching, discussion and individual research, the seminar bridges the disciplines of history and design.

Course Requirements
• Seminar journal with reading notes and sketches of projects in readings and supplementary sources on the seminar shelf to be turned in at the middle and end of the quarter.
• Term project: A comparative analysis of two houses in the form of a concise twenty-minute presentation/ oral paper. This presentation is to be revised based on comments and seminar discussion and submitted at the end of the quarter as a formal paper.
• Class participation.

Course Evaluation
Participation, Seminar journal, Seminar presentation/Term project.
ARCH 442
AFRICA AND MIDDLE EAST SEMINAR
3 Credits
Prerequisite: None

Instructor
Brian L. McLaren, Ph.D.

Course Description
Advanced introduction to colonial and postcolonial architecture in Africa and the Middle East, beginning with the initial European colonization in the mid-19th century and continuing to the present. The central concern is the ongoing relationship between modern architecture in the West and the architecture of these regions.

Course Objectives
The course is structured to emphasize the identification, definition and comparison of colonial and postcolonial states. The intention is to provide students with a historical understanding of the formation of distinctive regional and/or national identities in the architecture of Africa and the Middle East.

Course Requirements
The course is conducted as a lecture course and participatory seminar meeting twice per week, emphasizing the close reading and informed discussion of reading materials and projects. Students are responsible for leading one of the discussion sections as well as doing two short written assignments and an in-class presentation and written report based on issues and problems raised in this class.

Course Evaluation
Class participation and performance on the short written assignments, in-class presentation and final report.

Required Readings
Course reader of selected readings and two films.

Recommended Readings
Books on reserve in library to support course assignments and in-class presentation.
ARCH 445
SOUTH ASIAN ARCHITECTURE I: Precolonial
3 credits
Prerequisite: None

Instructor
Vikram Prakash, Ph.D.

Course Description
An advanced introduction to precolonial architecture and urbanism of South Asia. Using methodologies of culture studies, this course examines select Hindu, Buddhist and Islamic case studies on a comparative genealogy.

Course Objectives
Advanced knowledge of precolonial architecture and urbanism of South Asia.

Course Requirements
Required readings, in-class student-led discussion, and research paper.

Course Evaluation
Reading and Participation 20%
Class discussion 40%
Final presentation 40%

Required Texts
Susan and John Huntington, The Art of Ancient India (New York: Weatherhill, 1985)

Recommended Texts
ARCH 446
SOUTH ASIAN ARCHITECTURE II: Colonial and Post-Colonial
3 credits
Prerequisite: None

Instructor: Vikram Prakash, Ph.D.

Course Description: An advanced introduction to colonial and post-colonial architecture and urbanism of South Asia. Using methodologies drawn from culture studies, the seminar covers approximately the last 200 years, emphasizing the last 50 years since India's independence in 1947.

Course Objectives: Advanced knowledge of colonial and post-colonial architecture and urbanism of South Asia.

Course Requirements: Required readings, in-class student-led comparative discussion, and take-home exam.

Course Evaluation: Reading and Discussion 20%
Student-led Discussion 40%
Take Home Exam 40%


Recommended Texts: Numerous readings included in instructor-prepared class reader.
**ARCH 450**  
**MODERN ARCHITECTURE AND THE DECORATIVE ARTS**  
3 credits  
Prerequisite: ARCH 350, 351, 352

**Instructor**  
Alex T. Anderson, Ph.D.

**Course Description**  
This history/theory seminar investigates parallel and interactive developments in European architecture and the decorative arts from 1870 to 1930. It examines the productions of designers, as well as the economic, political and cultural circumstances that influenced their work.

**Course Objectives**  
A primary objective of this seminar is to broaden students' understanding of European modern architecture by re-examining it critically in light of developments in other disciplines, particularly the industrial and decorative arts. The seminar also develops methods of critical inquiry through the use of primary source material, in-class discussion, student-directed research and student presentations.

**Course Requirements**  
The course requires attendance at faculty presentations, participation in class discussion, and completion of weekly readings, weekly writing assignments, a student presentation and a term paper. Class time is balanced between faculty and/or student presentations and discussion. Faculty presentations concentrate on broad trends; student presentations concentrate on the work of individual designers. The term paper requires submission of a draft and a revised final version.

**Course Evaluation**  
Weekly writing assignments: 40%  
Oral presentation: 10%  
Term paper: 40%  
Overall contribution to the course: 10%

**Required Readings**  
Weekly readings are drawn from a variety of primary sources. These are assembled in a course pack available on reserve in the CAUP library.

**Recommended Readings**  
An extensive list of recommended readings is supplied on the first day of class.
ARCH 451 (ART HISTORY 411)
TRADITIONAL CHINESE ARCHITECTURE AND GARDENS
3 credits
Prerequisite: None

Instructor
varies

Course Description
This introduction to Chinese architectural history deals with siting and urban planning, Chinese palace and domestic architecture, temples and tombs, and garden design. Each of these topics are discussed in terms of theory and cultural significance, building techniques, aesthetics and the history of architectural styles.
ARCH 452
HISTORY OF ARCHITECTURE IN SEATTLE AND ENVIRONS
3 credits
Prerequisite: Arch 352 or equivalent

Instructor
Jeffrey Karl Ochsner

Course Description
This course is a survey of the history of architecture in Seattle and nearby areas of the Puget Sound region. It offers a broad overview of the design history of Seattle and its environs over approximately the last 150 years. The class allows students to become more familiar with many of the general trends and some of the specific individuals and firms that have contributed to shaping the built environment of this region. This is not an introductory level course. Students coming to Arch 452 must have a familiarity with the architecture of the period from 1850 to the present similar to that offered in Arch 352.

Course Objectives
One objective of the course is to offer participants a framework through which to view the built environment history of this region to support future professional careers in design based in the Northwest. Other objectives include developing research and writing skills, and even exploring career options in architectural history or related fields.

Course Requirements
All students complete a mid-term exam, a final exam and a term paper or project.

Course Evaluation
Students are evaluated based on their performance on the exams and the term paper/project.

Required Texts
There is no required text for the course.

Complete slide lists for all lectures for this course may be purchased in a single bound booklet at the University Bookstore.

Recommended Readings


Other Resources
ARCH 453
JAPANESE ARCHITECTURE: Cross-currents in Conception, Craft and Construction
3 credits
Prerequisite: Undergraduate and Graduate Architecture Majors

Instructor
Ken Oshima

Course Description
This seminar investigates the diversity of architecture in contemporary Japan through focused case studies of architects’ theoretical and tectonic practices. Architects considered range from master figures such as Antonin Raymond, Fumihiko Maki, Arata Isozaki, and Toyo Ito to a younger generation featured in a lecture series at the Henry Art Gallery: Waro Kishi/K-Associates (Kyoto), Tezuka Architects (Tokyo), Atelier Bow-Wow (Tokyo), and Hitoshi Abe (Sendai). Each of the visiting architects will discuss their extended design processes through selected projects that will highlight multiple strategies for reading context, reinterpreting precedent, and realizing conceptual ideas through built form at multiple scales. While these architects each draw from sources and experiences from around the world realized in Japan, the seminar also examine ways these strategies might be realized beyond the borders of Japan.

Course Objectives
This seminar provides an in-depth exploration of four of the cutting-edge practices in Japan through direct interchange with the architects in seminar discussions and public lectures. The seminar situates the practice within the broader context of architectural design in the non-Western context of Japan as well as global currents throughout the 20th century up to the present day.

Course Requirements
- Seminar binder with all reading notes and sketches.
- Architectural dialogues: Students in groups of 3-4 will survey the work of one visiting architect, identify key projects, prepare carefully considered questions for one visiting architect and transcribe the conversation as a written text (5-7 pages).
- Analytical powerpoint presentation of two projects as an oral paper relating to the seminar architects/theme of “Cross-currents in Conception, Craft and Construction.” (5-page written summary).
- Analytical drawings/model corresponding to presentation and/or architectural dialogue highlighting a design process of an architect(s)/projects.
- Term Project
- Active class participation.

Course Evaluation
Participation, seminar binder, seminar presentation/term project.
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<thead>
<tr>
<th>Instructor</th>
<th>Varies</th>
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<tbody>
<tr>
<td>Course</td>
<td>Detailed study of Greek architecture from its beginnings, with special emphasis on the Periclean building program in fifth-century Athens.</td>
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<tr>
<td>Description</td>
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ARCH 455
Special Studies in Gothic Art and Architecture
3 credits
Prerequisite: Arch 352

Instructor
Catherine Barrett

Course Description
This course explores a range of interpretation of architecture and art from the 9th to the 15th centuries in Western Europe, using primary sources as well as several contemporary works as the vehicle. Readings cover topics such as medieval geometry and construction techniques, female patrons and users, the question of modernism, cross-cultural influences, iconography in stained glass and sculpture, and the political use of architecture.

Students will learn the technical and stylistic terms associated with Romanesque and Gothic architecture, and the history of the spatial arrangements, vaulting, and construction types used for these structures.

Course Objectives
The primary course objective is to enable students to have enough knowledge about this time period and the buildings therein to feel that they can express their opinions in a professional, academic manner and contribute to the discourse in this field.

Course Requirements
Students are expected to write reading responses each week and attend class discussions and lectures. There is one quiz, a mid-term, and a final paper. Students are expected to make a class presentation of their final paper topic.

Course Evaluation
1000 points are broken down as follows: Final paper: 300, Mid Term 100. Participation 200. Quiz 50 and Class Presentation of Paper Topic 50. Weekly reading responses total 300.

Required Readings
There is a course reader with approximately 12 articles and excerpts from books totaling about 300 pages, and a web site with required reading.

Recommended Readings
Please see bibliography on web site.
http://staff.washington.edu/kitzen/ARCH%20455%20S%2007/07index.shtm
**ARCH 456**  
**NINETEENTH-CENTURY ARCHITECTURE**  
3 Credits  
Prerequisite: At least one course in architectural history

**Instructor**  
Meredith L. Clausen

**Course Description**  
This is a course devoted to analyzing the major developments in architecture primarily of Europe, from the late 18th century to the beginning of the 20th century. Lecture topics include the work of theorists (such as Pugin, Ruskin, Wm. Morris, Viollet-le-Duc, and Gottfried Semper), and the Ecole des Beaux-Arts in Paris, its history, method, and influence, as well as the built forms themselves.

**Course Evaluation**  
Midterm, final; one research paper (submitted in two drafts)

**Required Texts**  
Selected readings
ARCH 457
TWENTIETH-CENTURY ARCHITECTURE
3 Credits
Prerequisite: At least one course in architectural history

Instructor: Meredith L. Clausen

Course Description: A lecture course devoted to the history of architecture since the 1890s, focusing on the major theorists, design trends, architects and their buildings mainly (but not solely) in Europe. Emphasis is on understanding built forms in their original context, historical, physical, and cultural. The course also tracks the impact of modernism in various countries, analyzing the resistance to it in some, ready acceptance (and transformation) of it in others. The course also explores how modernism was in turn rejected in favor of postmodernism in the late ’60s and ’70s, High Tech and Deconstruction in the ’80s, and globalization in the ’90s. Intertwined is a discussion of the work of some of the major 20th century theorists and educators, such as Le Corbusier, Adolf Loos, Walter Gropius, Aldo Van Eyck, Robert Venturi, Colin Roe, Alan Colquhoun, and Manfredoafuri.

Course Objectives: To develop critical thinking about how and why cities and buildings of the 20th century look the way they do, addressing issues such as what motivated their design, what forces shaped them, what restricted or impeded their development.

Course Evaluation: Midterm, final, one research paper (submitted in two drafts)

Required Texts: Frampton, Modern Architecture, A Critical History
Selected readings
ARCH 459
ARCHITECTURE SINCE 1945
3 Credits
Prerequisite: At least one course in architectural history

Instructor: Meredith L. Clausen

Course Description: Architecture and theory 1945 to the present. Emphasis is on analyzing some of the principal developments in architecture throughout the world since World War II with emphasis not just on the buildings as seen within their original historical, physical, and cultural contexts, but the theories and aims that motivated them. We also discuss related topics such as changes in architectural practice, the rise of women and other minorities in the profession, the revival of architectural criticism in the late '50s and '60s and its impact on practice, the return to historicism, revival of the Beaux-Arts, and rise of postmodernism. We focus not just on the splendid, "the glorious architecture, the star architecture which mankind needs so badly for the nourishment of the soul," but also the ordinary architecture of the middle classes as well as that of the poor—e.g. the transformation of the Corbusian utopian model into the housing blocks of the 1950s—throughout the world.

Course Objectives: To provide students with a solid understanding of the main currents, figures, and buildings in recent architectural history.
ARCH 460  
DESIGN THEORY AND ANALYSIS  
3 Credits  
Prerequisite: Upper Division Standing

**Instructor**  
Jennifer Dee

**Course Description**  
Introduction to issues of architectural theory and practice with special focus on the problems of modernity and post-modernity, examines the interaction of philosophical, cultural, ethically and socio-economic concepts and architectural form and expression.

**Course Objectives**  
This course introduces students to a wide range of theoretical perspectives and fosters comparative and analytical thinking in both discussion and in writing. The course also encourages students to reflect on and develop their own architectural values.

**Course Requirements**  
Attendance, and active participation in weekly discussion section.  
Weekly reading of 30-50 pages of text from the reader.  
Four 2-page papers based on the weekly readings and a final paper/manifesto that relates to topics raised in the course as a whole.

**Course Evaluation**  
Based attendance in lectures and discussion sections; on class participation in discussion, and performance on assigned papers. The class is a W class for the university writing requirements so papers are evaluated for writing clarity as well as ideas. Papers can be rewritten as a way to improve writing skills and to improve the grade.

**Required Texts**  
Course reader is a compilation of primary sources comprised of philosophical and architectural texts.

**Recommended Readings**  
Additional readings are suggested throughout the course lectures and discussions.
| **ARCH 461**  |
| **RECENT DEVELOPMENTS IN ARCHITECTURAL THEORY**  |
| 3 Credits  |
| Prerequisites: Arch 460  |

| **Instructor** | varies |
| **Course Description** | Concentrates particularly on developments springing from recent work in cultural theory, literary theory, and philosophy |
| **Course Objectives** | This course promotes an understanding of the culturally situated nature of theory, fosters critical thinking, enhances verbal skills in general, and writing skills in particular. |
| **Course Requirements** | Students work on a sequence of studio assignments, and participate in class reviews and discussions. |
| **Course Evaluation** | Students submit a 2000 word term paper, and participate in class discussions. |
| **Recommended Readings** | Focus varies from year to year. |
ARCH 462
SPATIAL COMPOSITION IN ARCHITECTURE
3 credits
Prerequisite: None

Instructor
Kathryn Rogers Merlino

Course Description
This seminar is an advanced introduction to formal compositional strategies in architecture. Drawing on a historical survey of the development of western and non-western sources in architecture, the seminar investigates the built environment and its relationship to cultural values and systems of meaning.

Course Objectives
This course complements the design studio and as such focuses on developing the ability to identify, critically assess, and compose in the language of architecture.

Course Requirements
The course requires:
- Weekly readings, including a one-page summary of the ideas presented.
- A sketchbook that records discussion, diagrams, notations, and analysis of the work being discussed. Any additional readings, ideas, and building analysis should also be included; this notebook is an intellectual diary of the students’ observations in spatial composition.
- A term project that emphasizes the process of architectural diagrams, in drawings, models and other media - utilizing the project as an exercise in diagramming and experimentation with design ideas.

Course Evaluation
The final grade will be based on attendance and participation (20%), notebook (40%), and the spatial composition exercises (40%).

Required Texts
Readings will be distributed for every class meeting.
**ARCH 463**  
**THEORIES OF REPRESENTATION**  
3 credits  
Prerequisite: ARCH 350, 351, 352

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Alex T. Anderson, Ph.D.</th>
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<tr>
<td><strong>Course Description</strong></td>
<td>This seminar focuses on the development of representational techniques in western architecture from antiquity to the present, and seeks to discover how these techniques have affected the conception, realization and interpretation of architecture.</td>
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<tr>
<td><strong>Course Objectives</strong></td>
<td>A primary objective of this seminar is to encourage students to develop a better understanding of how representational techniques affect architectural design. Although much of the content is historically based, assignments and discussions address the problem with respect to contemporary architecture.</td>
</tr>
<tr>
<td><strong>Course Requirements</strong></td>
<td>The course requires attendance at faculty presentations, participation in class discussion, and completion of weekly readings, weekly writing assignments, and a term paper. Class time is balanced between faculty presentations and discussion. The term paper requires submission of an abstract and bibliography, a draft, and a revised final version.</td>
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</table>
| **Course Evaluation** | Weekly writing assignments: 50%  
Term paper: 40%  
Overall contribution to the course: 10% |
| **Required Readings** | Weekly readings are drawn from a variety of sources. These are assembled in a course pack available on reserve in the CAUP library. |
| **Recommended Readings** | A list of recommended readings is supplied for each class period. |
ARCH 475
RESIDENTIAL ARCHITECTURAL PRACTICE
3 credits
Prerequisite:

Instructor  William Zimmerman

Course Description  Lectures and exercises focused on the operation of a professional architectural practice specializing in residential and smaller-scale projects. Topics include: clients and program development, design strategies and space planning, site considerations, regulatory constraints, consultants, contractors, specialized construction methodology, and issues, ethics, and liability specific to residential project delivery.

Course Objectives  To provide the student with an understanding of the workings of a residential architecture practice; to provide an understanding of the process of design and production and construction of small residential projects; to provide an insight into the possibility of a residential practice as a career path.

Course Evaluation  Homework assignments, class participation, and a final project.

Required Texts  None

ARCH 476
DESIGN AND THE INTERNATIONAL BUILDING CODE
3 credits
Prerequisite: ARCH 302 and Arch 332 or CM 313

Instructor
Tom Kinsman, P.E.

Course Description
Lectures, case studies and exercises to provide a detailed review of non-structural sections of the International Code (IBC) including designer responsibility, code background, purpose, and requirements based on occupancy, construction type, and building features. Exposes senior undergraduate architecture majors and graduate students to all general aspects of building design governed by the IBC.

Course Objectives
An understanding of the IBC is the foundation on which contract drawings are produced in Architectural practice. This course provides the student with knowledge of codes in general, codes in the State of Washington, organizations administering codes, and requirements of various chapters of the IBC, including chapters 1, 2, 3, 5, 6, 7, 8, 9, 10, 32, 34, and key Seattle amendments to the IBC.

Course Requirements
Readings prior to class in the *International Building Code*

Course Evaluation
Final exam

Required Texts
*International Building Code*
ARCH 477
HEALTH CARE DESIGN AND PLANNING
3 credits
Prerequisite: none

Instructor
William Parker, AIA, Lecturer

Course Description
This course focuses on a broad understanding of Health Facility Planning and Design, through a combination of class seminars and field work. Site visits to Seattle health care institutions provide examples for the application of problem analysis and research methods.

Course Objectives
This course offers an introductory survey of the theory and practice in health care facility planning and design. The intent of the course is to provide students with a comprehensive overview of health care design, and to develop the planning and design skills required to advance the state of health care architecture.

Course Requirements
This course is seminar based, and students are required to be prepared for each class by completing reading and evaluation work assigned for that class. Students are also required to participate in 2-3 site visits, and to present findings from site visits.

Course Evaluation
Students are evaluated based on their performance on the site visits, their contributions to the in-class debriefing discussions, and the documentation of their findings in each Design Research Report. Individual or team research papers are required, and students are graded based upon both the content and presentation materials. Each student’s final grade is determined 50% on class and site visit participation, 25% on case study one, and 25% on case study two.

Required Readings
Required readings are updated every year and are distributed to the students in a course reader, plus current articles from industry magazines are added as appropriate.

Recommended Readings
Eberhard Zeidler, “Healing the Hospital,” The Zeidler partnership, 1974
Philip Mein, “Design for Medical Buildings – a manual for the planning and building of health care facilities under conditions of limited resources,” University of Nairobi, 1975.
ARCH 478
CAD AND WORKING DRAWINGS
4 Credits
Prerequisite: Arch 370 or permission. Senior or 2nd year graduate status recommended.

Instructor
Brian Johnson, Dave Hudacek, and Ron Wright

Course Description
An intensive introduction to the use of a Computer Aided Design and Documentation (CADD) system for the development of construction documentation (also known as Working Drawings). Lectures include instruction on system use combined with discussions regarding the applications and issues affecting the efficient application of CADD for architectural working drawings. The course includes lectures and discussions of process, conventions, composition, coordination, and layout, as well as graphic skill development. Students work with the most current version of AutoCAD software. Each student produces documentation associated with the production of architectural working drawings. Skill development is reinforced through a series of assignments that address specific aspects of architectural drawings (e.g., representation, composition, coordination, layout and dimensioning, etc.). The course also covers the current methodologies for communication of architectural and design firms, including use of the Internet (file transfers, e-mail, obtaining relevant information from the Internet, use of html and graphic files within AutoCAD, etc.).

Course Objectives
The primary objective is to provide each student with the knowledge of how working drawings are created and organized within the framework of CADD software programs. Students develop a working fluency in the CADD program, including the ability to create new drawing files or edit existing files using all the basic commands, and to develop a complete understanding of the resources (including advanced commands) available within the software program. Specific Objectives:

• Develop the ability to properly organize a set of working drawings consistent with the standard practices of the industry.
• Obtain a complete understanding of the industry standards, including CAD layering, drawing organization standards, and specification organization standards.
• Understand the proper content for construction documents, as well as the appropriate organization of the content (i.e., schedules, specifications vs. drawings, etc.).
• Develop research techniques for obtaining product and building system information via the Internet, as well as methods for incorporating documentation prepared by third parties within construction drawings, modified to follow established CAD standards (i.e., use of an industry prepared CAD detail).
• Obtain understanding of current and future trends in the preparation of construction documentation, including Building Information Modeling (BIM), migration of information to other CAD and design software, and the use of 3D software programs.

Course Requirements
Attendance and participation in discussions during class. Completion of a series of assignments designed to culminate in a set of construction documents for a small building.
### Course Evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Exercises and CAD Proficiency</td>
<td>50%</td>
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<tr>
<td>Working Drawings Knowledge</td>
<td>25%</td>
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### Required Readings

There are no required readings other than the resources provided as part of the class content.

### Recommended Texts Readings

- Architectural Graphics or Building Construction Illustrated; (Ching);
- Architectural Graphic Standards (Ramsey and Sleeper); Inside AutoCAD;
- The Professional Handbook of Architectural Working Drawings (Wakita and Linde);
- Review of posted construction documents on project plan center websites.
ARCH 481  
3D MODELING AND RENDERING  
3 Credits  
Prerequisite: Computer literacy (Arch 380 or permission)

Instructor  
Brian Johnson

Course Description  
Weekly lectures and exercises focused on understanding and applying the underlying principles of 3D computer graphics and rendering software. Topics include user interface, data creation and modeling, lighting models, smoothing, texture mapping, ray tracing, radiosity, animation, and solid modeling.

Course Objectives  
This course has three main goals:

To develop a "critical eye" with regard to computer graphic (CG) images by developing your understanding of 3D modeling and rendering programs. To this end, we will examine at a conceptual level a number of different rendering algorithms, and see first-hand the kinds of images they produce. Understanding how these systems work will help you assess images you see in popular and trade literature, and will help you judge what are reasonable and unreasonable expectations of CG technology in your own work.

To introduce you to "data as process" and help you generate "good data" by understanding how the cycle of data creation and editing interacts with the commands and data types of the program to facilitate or hinder the creation of desired product.

To remind you that images are communicative tools, linked together and used to “tell a story” to someone else, whether for entertainment or architect/client communication. Models are not “objective reality” from which rendering programs produce precise “snapshots”. They are “authored”–created and manipulated to accomplish a particular communication. There is much similarity between digital techniques and traditional rendering using watercolor, conte crayon, or charcoal. Different visual results, but similar authorship responsibility and opportunity.

Course Requirements  
Completion of exercises and associated readings.  
Attendance in class.

Course Evaluation  
Weekly exercises (graphic and written components): 100%

Required Texts  
Course web site <http://online.caup.washington.edu/courses/arch481>.

Recommended Readings  
"Digital 3D Design" by Simon Danaher
ARCH 482
WEB WEAVING
3 Credits
Prerequisite: Computer literacy (Arch 380 or permission)

Instructor
Brian Johnson

Course Description
A hands-on project-based exploration of fundamental web media, supporting technologies, limitations and opportunities for effective use of the world wide web as part of a personal or professional endeavor. Through progressively more complex design conditions and technologies, students learn what makes the web work, and are encouraged to consider specific professional and academic communications scenarios and how best to use these technologies to support them.

Course Objectives
This course is designed to achieve three main goals:
To teach the student the underlying technologies, operating principles and design guidelines of web-based applications. This includes beginning through advanced HTML, issues of image encoding and storage, Javascript, Cookies, Cascading style sheets, the processes of CGIs and forms, and various web-capable media.
To encourage the student to examine and consider issues of appropriate web design for navigation, maintainability, and universal accessibility.
To facilitate the development of student skills for use in subsequent classes and quarters, enabling the student to make use of these media with skill, confidence, and judgment.

Course Requirements
Completion of assigned exercises and associated readings.
Attendance in class.

Course Evaluation
Exercises. 40%
Term project 30%
Final Exam 20%
A and P 10%

Required Texts
Course web pages
<http://quicksilver.caup.washington.edu/courses/arch482>

Recommended Readings
Book suggestions, by subject:
General Web - Jennifer Niederst, Web Design in a Nutshell, O'Reilly.
General Web - Jennifer Niederst, Designing for the Web, O'Reilly. A much more introductory, lighter overview. Best if found in a library.
HTML - Elizabeth Castro, HTML for the World Wide Web, with XHTML and CSS, Peachpit.
Javascript - Tom Negrino and Dori Smith, JavaScript for the World Wide Web, Peachpit.
PHP - online resources.
mySQL - online resources.
ARCH 483
DESIGN OF VIRTUAL ENVIRONMENTS
3 credits
Prerequisite: Computer literacy (Arch 370 or permission)

Instructor
Varies

Course Description
Many people spend significant amounts of time on-line these days, inhabiting virtual environments for shopping, education, entertainment, and even romance. This course is about designing and making virtual environments; it examines and critiques existing virtual environments to understand how they convey a sense of place. Individual and group projects construct virtual environments for diverse purposes.

Course Objectives
Participants learn to think critically about the role of architects in the construction of virtual space, and societal meanings as cultural institutions go online. Participants also gain specific technical skills in the construction of virtual places.

Course Requirements
Completion of assigned exercises, term project Participation in class discussions.

Course Evaluation
Exercises: 50%
Term Project: 50%

Required Reading
Selections from the Web

Recommended Texts
Sherry Turkle, Life on the Screen
William Mitchell, City of Bits
Daniela Bertol, Virtual
Victor J. Vitanza's Cyber2 /e
http://www.abacon.com/vitanza/cyber/index.html
David Noble, Digital Diploma Mills,
http://www.uwo.ca/uwofa/articles/noble.html
Mark Stefik, Internet Dreams
Marcos Novak http://www.centrifuge.org/marcos/
Asymptote architecture http://www.asymptote-architecture.com/
Peter Anders, Envisioning Cyberspace: designing 3d electronic spaces
Daniela Bertol, Designing Digital Space: an architect's guide to virtual reality
ARCH 484
DESIGN COMPUTING SEMINAR
3 Credits
Prerequisite: Computer literacy (Arch 380 or permission)

Instructor
Brian Johnson

Course Description
Weekly colloquium and discussion forum. Discusses design computing research and reports on ongoing project progress, with demonstrations and guest speakers. Explores design computing, design thinking and design process, and inventing new computer aided tools for design.

This course explores a selection of current topics that motivate active research in design computing. It does this primarily through presentations and discussion of research and investigations taking place around us. Speakers vary each quarter, but are drawn from the department, the larger university, the community and the profession. Presentations are intended to spark discussion and invite students to make links to their own experience and interests. The issues range widely over the realms of communication, collaboration, data management, design cognition, design process, simulation, interface design, embedding computation in the built environment, etc.

Course Objectives
The course reveals current concerns in both practical and theoretical issues related to the use of computing in design through exposure to current research and practice issues as represented by individuals in the community. The exposure to real people, rather than faculty lectures or readings, is intended to demonstrate the current relevance and potential importance of topics addressed, demonstrating the "live" design computing knowledge.

Course Requirements
The class meets once or twice each week to listen, discuss, or report. At most meetings a speaker present work and/or views with regard to design computing research. Students are expected to respond to each presentation through face-to-face discussion or via postings on the course web site. Students are expected to attend class and respond thoughtfully to presentations. In addition, each student also identifies a topic to explore independently through outside reading and investigation. These investigations culminate in a brief (5 - 10 minute) oral presentation to the class and a written report, both due at the end of the quarter.

Course Evaluation
Grading is based on attendance at presentations, participation in face-to-face and online discussion, and the personal investigation presented at the end of the quarter.

Required Texts
None.

Recommended Readings
None (varies).
### ARCH 485
**DIGITAL CRAFT WORKSHOP: ADVANCED PROJECTS IN CAD**
3 credits
Prerequisite: 2D & 3D CAD skills or instructor permission

**Instructor**
Ben Dalton

**Course Description**
A discussion of the history and theory of fabrication technology in architecture coupled with hands-on experience using tools of digital fabrication. In the last decade, computers and computer-controlled fabrication technologies have combined with an information-intensive design processes to spark a new architectural revolution. Architects can now link tools of design directly to machines of fabrication, divorcing concerns of efficiency from a balance of complexity and standardization.

**Course Objectives**
To establish awareness amongst students regarding changes in fabrication technologies and how they impact the design and construction industries. Students will examine projects that take advantage of these technologies and engage in discussions on their appropriateness in architectural and product design.

Students learn the concepts behind CAD/CAM production and have the opportunity for hands on experience of these methods by utilizing new design & production tools, (i.e. laser cutters, fused deposition modelers (FDM), Rhinoceros software). Additional tools added at the instructor’s discretion.

**Course Requirements**
Students conduct independent research into fabrication technology and report to the class on their findings. In addition, students are expected to produce a series of artifacts using different fabrication technologies available to the class.

**Course Evaluation**
Credit / no credit

**Required Texts**
Schodek, Bechthold, Griggs, Kao, Steinberg, *Digital Design and Manufacturing: CAD/CAM Applications in Architecture and Design*

**Recommended Readings**
Varies
ARCH 486
COMPUTER GRAPHICS PROGRAMMING FOR DESIGN
3 Credits
Prerequisite: Computer literacy (Arch 380 or permission)

Instructor
Brian Johnson

Course Description
Provides a thorough and fun introduction to programming via the Java programming language, empowering students to create their own web-based graphics applications, whether for serious or light-hearted purposes.

Course Objectives
Through a series of programming exercises students explore concepts related to programming (objects, data types, loops, branching, variables, events, etc.) and graphics (pixels, lines, arcs, color, mouse input, windows, clipping, animation, etc.). Students learn fundamental programming concepts and terminology through the Java language, with a focus on playful, designerly responses to the opportunities placed before them. Beyond simple 2D applets, they will be exposed to, and have an opportunity to explore, 3D issues and client/server programming concepts.

Course Requirements
Each student will actively engage in the exploration of the material covered in the course, attend class, share discoveries with classmates, speak up when confused or bored, submit exercises on time, and challenge themselves to explore creative opportunities in exercises.

Course Evaluation
| Exercises (9) | 40% |
| Term Project | 30% |
| Final Exam   | 20% |
| Attendance   | 10% |

Required Texts
Dori Smith, Java 2 for the World Wide Web
Other readings will be assigned from the web.

Recommended Readings
Hong Zhang and Y. Daniel Liang, Computer Graphics Using Java 2D and 3D
ARCH 488
AMERICAN ARCHITECTURE
3 Credits
Prerequisite: At least one course in architectural history

Instructor: Meredith L. Clausen

Course Description: A lecture course providing a history of American architecture from its native roots to the present. Focus is on specific topics such as regionalism, high style, and the vernacular, as well as the development of specific building types, such as the American house, steel-framed office buildings, department store, mega-shopping mall, and corporate tower.

Course Objectives: To provide students with a solid background in the major traditions and trends in American architecture, and to develop a critical approach to analysis of them.

Course Requirements: Midterm and final. Two short analytic papers are required of students taking the class as a Writing (W) course, which is optional.

Course Evaluation: Class participation; performance on exams.

Jane Jacobs, *Death and Life of Great American Cities*, 1961
Berkeley/McQuaid, *Architecture: A Place for Women*, 1989
Michel Sorkin, *Variations on a Theme Park*, 1992
And other readings
ARCH 493
ROME PREPARATION SEMINAR
2 credits
Prerequisite: None

Instructor  Trina Deines or other Architecture in Rome program faculty

Course Description  The seminar is required of all students who will enroll in the courses in Italy for the next academic year. It meets one evening per week. Lectures and discussions are augmented by student reports, films and slides on Italian architecture and culture.

Course Objectives  The goal of the course is to familiarize the students with basic information about Italian culture and its architectural legacy, and to allow the student to consider the breadth of material that will be presented by study in Italy.

Course Requirements  Students must come to class, prepare and present an oral report, and write a final paper.

Course Evaluation  Students were asked to consider the class with regard to their work in Italy, and how the class supported and prepared them for this work.

Required Texts  None

Recommended Texts  A reading list of many books on architecture, history, essays and novels concerning Italian culture is given, and reading is encouraged.
ARCH 495
ARCHITECTURAL STUDIES ABROAD
9 credits
Prerequisite: ARCH 493

Instructor
Varies from year to year; in recent years instructors have been Trina Deines, Dave Miller, Brian McLaren, Frank Ching, Peter Cohan, Jennifer Dee, Kathryn Rogers Merlino, and Anne Stevens

Course Description
Urban history and development of the city of Rome through lectures, site visits, urban design analysis, drawing, and Italian language study. This is the core course in the Architecture in Rome I program, usually offered in Autumn Quarter. The program is comprised of Arch 495 and a 6-credit design studio course.

Course Objectives
The course aims to educate the student in the urban history and culture of Rome often within a comparative context of other cities, with an ultimate goal of teaching lessons which can be applied in other locales.

Course Requirements
Students must attend lectures, walking tours, day trips and field trips; complete drawing assignments and take an Italian language class.

Course Evaluation
The student is asked to evaluate the course on the same basis as courses in Seattle, and to answer a questionnaire provided by the Office of International Programs.

Required Texts
An extensive website with links to powerpoint lectures, notes, bibliographies and readings are provided.

Recommended Texts
Students are given a reading list prior to travel to Rome, which includes architecture, history, essays and novels pertinent to the understanding of Italian culture, architecture and urbanism.
ARCH 498
SPECIAL PROJECTS: Architectural Lighting Design
3 Credits
Prerequisite: 435 (or instructors permission)
“Architecture is the learned game, correct and magnificent, of forms assembled in the light.”
-Le Corbusier

Instructor
Edward Bartholomew

Course Description
This course expands on Arch 435 to focus on the design, analysis and application of electric lighting in architecture. This course delves deeper into the qualities of electric light sources, fixtures, and applications. Through demonstration, fixture prototypes, calculations, lectures, assignments, and special site visits, students will gain the tools and understanding to incorporate lighting into their designs. Special emphasis is placed on integrated and sustainable lighting design strategies.

Course Objectives
This course teaches students the basics of electric lighting design and how to incorporate this into a coherent lighting concept. Emphasis is placed on the technology, application and analysis of electric lighting. Through class demonstrations and lectures students will understand the essential qualities of electric lighting and how to manipulate them to shape the architectural experience. Students also gain knowledge regarding lighting quantities and energy use, determining how much light for how much energy is required to express their visions. Throughout this class students benefit from an understanding of the human visual system, with a focus on lighting that supports a balanced visual environment.

Course Requirements
This course utilizes a variety of teaching methods including:
- Site visits - the class will examine and analyze the best lighting design sites throughout Seattle.
- Guest Lectures - by industry leaders including Lighting Designers, Architects and Lighting Manufacturers.
- Lighting Fixture Models - students will study, design and construct working lighting fixtures that creatively solves a lighting challenge.
- Lighting Lectures and Demonstrations - covering various aspects of lighting design including: Process, Calculations and Technology.
- Lighting Calculations and Analysis - students will learn to use lighting calculations to analyze their lighting solutions for interior spaces.
- Final Projects - students will present final lighting design projects to a jury of practicing lighting professionals and architects.

Course Evaluation
Grades are based on the following criteria:
- Participation in class discussions and projects.
- Attendance.
- The relevance of class discussion to assigned reading materials.
- The willingness to work with fellow students both during group projects and in study groups.
- The willingness to request assistance on any of the class materials.
- Cumulative grades from test, assignments, and projects

<table>
<thead>
<tr>
<th>Course Evaluation</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Lighting Vocabulary Quiz</td>
<td>10%</td>
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<tr>
<td>Site Lighting Design Analysis</td>
<td>20%</td>
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<tr>
<td>Lighting Calculation Project</td>
<td>20%</td>
</tr>
<tr>
<td>Lighting Fixture/Detail Model</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project</td>
<td>30%</td>
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</tbody>
</table>
**Required Texts**
GE, Philips, Sylvania, Lamp Catalogue (Provided by instructor)

**Recommended Readings**
Marietta S. Millet, *Light Revealing Architecture*
William M. C. Lam, *Perception and Lighting as Formgivers for Architecture*
ARCH 498
SPECIAL PROJECTS: Architecture and Gender
3 credits
Prerequisite: None

Instructor
Louisa Iarocci

Course Description
This seminar examines the question of the role of gender in the everyday experience, built practice and theoretical understanding of architecture and urban space. Topics addressing the links between the gendered practices of space, vision and power range from the city streets to the domestic interior.

Course Objectives
Primary objectives of the course are to explore the question of whether buildings and the practices related to built space have a sexual identity in relation to society and culture. The aim is to examine built institutions and modern figures identified with gendered space such as the skyscraper and the home, the convent and the bachelor apartment, the street and the closet, the flaneur and the prostitute, and the architect and the client as male hero and designing woman.

Course Requirements
Active participation in classes twice a week, which consist of short illustrated lectures and discussion; weekly readings of approximately 30-40 pages; preparation of two short writing assignments and one major research project, which includes an in class presentation.

Course Evaluation
Participation in class discussion, written reading response, written analysis of a gendered space and final research project and presentation.

Required Readings
Selected readings from a course reader including over 20 titles.

Recommended Readings
Additional readings from course reader and selections from individual bibliographies compiled for research projects with help of instructor.
ARCH 498  
SPECIAL PROJECTS: Asian Cities – History, Theory and Practice  
3 credits  
Prerequisite: Undergraduates and Graduates

Instructor  
Ken Oshima, Architecture; Dan Abramson, Urban Design and Planning;  
Jeff Hou, Landscape Architecture

Course Description  
An introduction to multidisciplinary approaches in the history, theory and  
practice of design and planning in Asian cities, taught in the form of a  
weekly discussion among faculty from the departments of Architecture,  
Landscape Architecture, Urban Design and Planning and Construction  
Management with guest lectures from the professional community. Topics  
to be covered in class include globalization and transnational links,  
community activism and urban movements and recent design and planning  
discourses under the rubric of "Asian Urbanism."

Course Objectives  
Provide a cross-cultural, cross-disciplinary comparative overview to  
urbanism in Asia.

Course Requirements  
Weekly readings, discussion, seminar presentation/paper.

Course Evaluation  
Participation, Seminar presentation/Term project
ARCH 498
SPECIAL PROJECTS: Critical Practice In A Globalizing World—A Stranger in a Strange Land
3 credits
Prerequisite: Undergraduate and Graduate Architecture Majors

Instructor
Ken Oshima, Nicole Huber

Course Description
In recent decades many large architectural firms and famous architects have established practices that are global in their scope. A much more recent phenomenon however is the emergence of a number of smaller firms and less well-known architects who have begun to work outside of their own cultural borders. The most interesting of these architects are those who are aware of the potential liabilities and advantages of working in an alien context and who use those cultural resonances and dissonances to influence their work. This process of working in another culture in an informed way might be construed as a form of "critical globalism."

Course Objectives
The goal of the seminar is to explore the wide varieties of trans-cultural architectural experiences within leading contemporary global/local practices around the world. For each practice, this seminar investigates the structure of the office and selected buildings through the extended design process. Ultimately, this broad overview encourages students to actively investigate strategies to bridge their academic curriculum, research and design with professional practice.

Course Requirements
- Seminar notes of required readings, case studies, and class discussions to be submitted periodically during and at the end of the quarter.
- Interview/Symposium discussion transcript.
- Term research project: twenty-minute presentation/ oral paper. This presentation is to be revised based on comments and seminar discussion and submitted at the end of the quarter as a 2500-word formal paper.
- Class participation/discussion.

Course Evaluation
Participation, seminar notes, seminar presentation/term project.
ARCH 498
SPECIAL PROJECTS: Elements of Sustainability
3 credits
Prerequisite: Prior completion of Arch 431 recommended

Instructor  Dean Heerwagen

Course Description  Consideration of biophilic design principles and practices, focusing on the five major environmental resources for which sustainability is sought (earth, water, fire, air, humanity).

Course Objectives  The course aims to:
  • present biophilia as the basis for achieving sustainable design
  • encourage students to explore and design with biophilic principles

Course Requirements  Readings about biophilic design principles and practices and the completion of two or three short analysis and design exercises

Course Evaluation  Course grades are based on an average of grades awarded for the component exercises


Recommended Readings  Additional readings are listed in the course syllabus.
ARCH 498
SPECIAL PROJECTS: Integrated Design Lab Seminar
1 credit
Prerequisite: work-study or RA appointment at the Integrated Design Lab or instructor’s permission.

Instructor  Joel Loveland, Christopher Meek

Course Description
A one credit colloquium style information sharing session for lab staffers and other interested students and staff to discuss project findings, new simulation and analysis techniques, and interesting projects in the context of forwarding the work of the University of Washington Integrated Design Lab (IDL). The Integrated Design Lab Seminar is typically offered Autumn, Winter, and Spring quarters at one (1) credit per quarter for a total of three (3) credits per academic year.

Course Objectives
This seminar’s objectives are to:
• Share individual project findings with the larger IDL staff.
• Share new design and analysis techniques developed in the course of project delivery.
• Share individual research pertinent to IDL efforts.

Course Requirements
Attend weekly one hour discussion sessions at the IDL (Time: TBD).
Share/present innovations and relevant project work from the IDL to the larger group.

Course Evaluation
Evaluation is based on attendance and participation in weekly seminar discussions.
ARCH 498
SPECIAL PROJECTS: Modern Japanese Practice, SANAA
3 credits
Prerequisite: Undergraduate and Graduate Architecture Majors

Instructor
Ken Oshima

Course Description
This seminar, held in conjunction with the SANAA exhibit at the Henry Art Gallery (November 2007 - March 2008), investigates the design process of the collaborative design practice SANAA from early conceptual phases including exhaustive model studies, to design development, construction, and representation through drawings and photographs.

Course Objectives
This seminar provides an in-depth exploration of one of the leading global practices through analysis of the exhibition contents and direct interchange with the architects in seminar discussion and their public lecture. The seminar situates the practice within the broader context of architectural design in the non-Western context of Japan as well as global currents throughout the 20th century up to the present day.

Course Requirements
• Seminar binder with all reading notes and sketches.
• Analytical powerpoint presentation of two projects as an oral paper.
• Analytical drawings/model corresponding to presentation and/or architectural dialogue highlighting a design process of a selected projects.
• Term Project
• Active class participation

Course Evaluation
Participation, seminar binder, seminar presentation/term project.
ARCH 498
SPECIAL PROJECTS: Simulation Based Design
3 credits
Prerequisite: None

Instructor
Mehlika Inanici

Course Description
Evaluation is part of the iterative design process. It is a measure of how well a given design solution or proposed design alternatives fulfill the expected performances. Simulation based design is a course that focuses on computational simulation tools and techniques to evaluate the performance of a design or design alternatives, starting at earliest conceptual design phases to help architects to make informed design decisions.

The software selected for this course is designer-friendly simulation and performance analysis tools. The computational approach makes it possible to play around or experiment with a design idea (to evaluate whether it works or not) in a quick and efficient way. The content of the course is presented through a series of lectures, demonstrations and laboratory sessions:

• Week 1: Introduction to Simulation
• Week 2: Simulation specific 3D modeling (importing CAD models, interoperability, BIM, exporting analysis models.)
• Week 3: Solar Analysis (Sun path diagrams, overshadowing)
• Week 4: Solar Analysis (Sun penetration)
• Week 5: Solar Analysis (louvers and shading design)
• Week 6: Insolation
• Week 7: Lighting Analysis
• Week 8: Thermal Analysis
• Week 9: Acoustical Analysis
• Week 10: Review of student projects

Course Objectives
To provide the knowledge and hands-on experience of computational simulation of building performance. Topics include solar, lighting, thermal and acoustical analyses; to utilize a visual calculation feedback that can support early stage conceptual design as well as final design prediction.

Course Requirements
Students are required to attend and participate actively in all lecture sessions and complete the tutorials and exercises given in lab sessions. Tutorials provide step by step instructions to simulate and analyze various performance aspects of design problems. Class exercises promote the creative utilization of simulation tools to make design decisions. There is one term project, which provides the opportunity to apply simulation techniques that students have been learning throughout the quarter on a specific design project of their choice.

Course Evaluation
Class exercises: 40%
Project: 60%
**ARCH 498**  
**SPECIAL PROJECTS: Vernacular Architecture**  
3 credits  
Prerequisite: none

**Instructor**  
Kathryn Rogers Merlino

**Course Description**  
This seminar explores the theoretical, methodological, and practical implications of researching, understanding, mapping and interpreting our vernacular environments. While we will familiarize ourselves with the existing literature in the field (which has tended to focus on architecture in non-urban environments) the seminar will raise new questions about its implications for urban architecture, cultural landscapes, and places that have unexplored significance for interpreting the historical development of the region.

**Course Objectives**  
This course introduces students to the methods of fieldwork—from learning to recognize diagnostic features and reading the chronological development of a structure to the recording of a building through measured drawings, photography, and written descriptions. The seminar will also be approached through a combination of readings and discussion.

**Course Requirements**  
Each student is expected to master the skills of visual literacy: how to think critically, to analyze creatively, and to write clearly about the vernacular built environment.

**Course Evaluation**  
- Attendance at class meetings and field trips 20%  
- Participation in classroom discussion 10%  
- Completion of all reading assignments 10%  
- Research project. 60%

**Required Readings**  
Readings assigned and handed out each class

**Recommended Readings**  
Extensive bibliography available.
ARCH 500
ARCHITECTURAL DESIGN STUDIO I
6 credits
Prerequisite: 500-level M.Arch students only

Instructor
Varies: Peter Cohan, Nicole Huber, Ken Oshima, David Strauss [2007]
Brian McLaren, Jeffrey Ochsner, Ken T. Oshima, David Strauss [2006]
Nicole Huber, Brian McLaren, Jeffrey Ochsner, David Strauss [2005]

Course Description
This is the first of five required studios in the 2+year M.Arch. program; it is
coupled with weekly technical workshops. This course focuses on
architectural design and development of professional skills in architecture.
The project generally entails design of an medium-sized (roughly 30,000 gsf)
institutional building in a context that is significant for historical and urban
characteristics.
The four sections (of approximately 12 students each) work together on
urban analysis and master plan developing in the first 1/3 of the quarter.
Other analysis includes programming, typology, site and place, and
influence of regulatory measures on building form. Each section addresses a
different building within the framework of the master plans in the last 2/3 of
the quarter.

Course Objectives
The studio encourages thoughtful, inventive work in the context of a realistic
design project. Analysis of relevant case studies during the quarter serve to
augment and encourage individual creativity. The studio encourages
experimentation with various representational media to analyze the building
context and program, to develop architectural solutions, and to communicate
these effectively. The urban context for the projects dictates that students
address physical, cultural and historical issues relevant to the building site.
In addition to relevant codes and zoning requirements, building projects
address structural and material considerations analogous to those
encountered in the design of buildings in the profession. The studio
encourages group and individual work.

Course Requirements
Active participation, group analysis, master planning, development of
individual institutional buildings within group plans.

Course Evaluation
The course is graded pass/fail. Each student receives a detailed written
evaluation at the end of the quarter. This evaluation discusses the quality of
individual work, and working methods and the student’s evident contribution
to group work.
ARCH 501
ARCHITECTURAL DESIGN STUDIO II
6 Credits
Prerequisite: Arch 500

Instructor
Varies: Peter Cohan, Mark Millett, Rick Mohler, Jim Nicholls [2006-07]

Course Description
This is the second of five required studios in the 2+year M.Arch. program; it is coupled with weekly technical workshops.

Studio projects vary, but focus on the rich language of architecture that can be derived by examining the unique properties of materials, their roles in architectural assemblage, and their connections, at both literal and figural joints. Projects in 2006-07 included: A bus Terminal, An Asian Market, ACSA Museum of Steel (competition), Community Center.

Course Objectives
A major premise of this studio is that the process of making must have a profound influence upon architectural form-making. Buildings should be more than a physical manifestation of abstract formal relationships. They should provide evidence of a design and building process that acknowledges the nature of materials, the persistence of physical and natural forces, and the craft of building.

Course Requirements
The studio includes the following elements:

• Case Studies: The quarter begins with a series of building case studies and large-scale, perhaps even full-scale, case study models.

• Readings: The theoretical foundation for our study is revealed through a series of assigned readings throughout the quarter. Weekly discussions are led by students.

• Design Problem: A single project for the quarter, relatively small in scale and complexity serves as a vehicle for intensive tectonic investigation. The creative brief, which so often becomes the primary justification for extreme manifestations of tectonic expression is avoided. Instead, the proposition that every design project should consider structure, construction and materials as primary factors in reconciling program to site is emphasized. The project itself may be as simple as a truck garage or a warehouse. Much of the exploration is done in the form of large-scale models of portions of the building. Through the use of models and building details, along with more traditional presentation drawings, the final studio presentation attests to the relationship between form and function on the one hand, and making and materials on the other.

Course Evaluation
The course is graded pass/fail. Each student receives a detailed written evaluation at the end of the quarter. This evaluation discusses the quality of individual work, and working methods and the student's evident contribution to group work.

Required Readings
Required readings vary; however they generally include:


ARCH 502
ARCHITECTURAL DESIGN STUDIO III
6 Credits
Prerequisite: Arch 501

Instructor
Varies: Devin Kleiner (Perkins and Will), Jim Nicholls/ Glenn Murcutt, Chris Patano, Anthony Pellecchia [2006-07]

Course Description
This studio is the comprehensive design studio, the third of five required architecture design studios in the graduate curriculum. The course is coupled with weekly technical workshops including site visits to various engineering and architectural offices. Studio projects vary; however, the focus is on comprehensive design. Projects in 2006-07 included: A global ecology research institute, a high-tech manufacturing facility (Carnitech), facilities for the Pilchuck Glass School, Seattle College of Design

Course Objectives
A major premise of this studio is to investigate ways to integrate and coordinate the building structure, lighting, ventilation and mechanical systems into a holistic (the tendency in nature to evolve wholes that are more than the sum of the parts) design approach to architecture. The tectonic vocabulary of material and detailing is amplified to include the full integration of structural and mechanical services.

Course Requirements
Much of the exploration is done in the form of large-scale sectional and three dimensional drawings of portions of the building. Through the use of models and building details, along with more traditional presentation drawings and models, the final studio presentation attests to an understanding of an architecture that identifies a relationship between "servant and served". The studio will comprise the following elements:

• Research: The quarter begins with a series of building case studies focusing on the work of designers such as Louis Kahn, Renzo Piano, Toyo Ito and Ove Arup.
• Readings: The theoretical foundation for the studio is revealed through a series of assigned readings and presentations throughout the quarter.
• Design Problem: A single project is given for the quarter, complex enough to include a variety of program functions of both size and type to allow the student to fully explore the architectural aspects of architectural concepts as a vehicle for intensive tectonic investigation.

Required Readings
Required readings include the following examples.
Reyner Banham, *The Architecture of the Well-Tempered Environment*
Ellen Lupton, *Skin, Surface Substance + Design*
**ARCH 503**  
**ARCHITECTURE DESIGN STUDIO OPTIONS**  
6 credits  
Prerequisite: Graduate only

**Instructor**  
Varies: Jim Nicholls, Nicole Huber [2006-07]

**Course Description**  
This is the fourth in a series of five required studios in the 2+year M.Arch. curriculum. Studio projects vary. Projects in 2006-07 included a commercial storefront redevelopment, a re-design of the Pike Place Market district.

**Course Objectives**  
The studio investigates important contemporary issues and builds skills necessary for the professional practice of architecture.

**Course Requirements**  
The studio generally requires active participation, group analysis, master planning, and development of individual buildings.

**Course Evaluation**  
The course is graded pass/fail. Each student receives a numerical evaluation at the end of the quarter. This evaluation addresses the quality of individual work, and working methods and the student’s evident contribution to group work.
ARCH 504/402
ARCHITECTURAL DESIGN STUDIO OPTIONS: Furniture Studio
6 Credits
Prerequisite: Arch 503 or Arch 401

Instructor
Andris Vanags

Course Description
This course involves the design and execution a piece of furniture such as a table, chair, case, or an architectural element such as door(s), screen(s), partitions, etc. The approach to the studio is based on the "Studio Furniture" movement in the United States, where small shops are operated by individuals, who both design and build furniture, rather than mass produce furniture. In this way, the furniture that is designed is intimately associated with the tools and processes that are available in the school shops, which thereby give direction and set constraints for the project. Given the time constraints of a ten week quarter, a project of appropriate complexity is desirable. A simple (not simplistic) project, with a complete resolution of detail, well executed is the goal to strive for. Materials vary, with the use of plastics, glass, metals, concrete, stone, as well as other materials, but wood predominates, since the shop has its greatest capability with this material. Expenses vary also, but past costs have been in the $100 to $500 dollar range. Sketches, drawings and/or models of proposed ideas (at least three) must be ready for discussion and review on the first day of class. Weekly formal reviews will occur, with visiting furniture designers/makers as critics, for a total of four reviews.

Course Objectives
Objectives of the course include:
- To understand the process of taking an idea to a reality.
- To experience the changes that occur as an idea is developed from the drawing stage, to the mock up stage, and finally the changes that are dictated by the materials, the fabrication process, tools available, and skill.
- To be able to understand the relationship between designing and making, how dependent the two processes are on each other, in order to achieve a desired outcome.
- To take an object and construct it to a high level of finish an craft, and understand the distinction between what can be communicated by instruction and what resides in the domain of the maker.

Course Requirements
Completion of the project.

Course Evaluation
Based on final review and presentation, with a jury of three furniture designers/makers and an evaluation of the process by which the design and making were integrated.

Required Texts
None

Recommended Readings
Library of the instructor placed in the studio.
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<thead>
<tr>
<th><strong>Course</strong></th>
<th><strong>Description</strong></th>
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<tbody>
<tr>
<td><strong>Instructor</strong></td>
<td>Varies: Alex Anderson, Nicole Huber [2006-07]</td>
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<tr>
<td><strong>Course Description</strong></td>
<td>This is the fifth in a series of five required studios in the 2+year M.Arch. curriculum. Studio projects vary. Projects in 2007 included a HUD funded interdisciplinary revitalization proposal for Post-Katrina suburban New Orleans, a 21st century UW campus/urban plan.</td>
</tr>
<tr>
<td><strong>Course Objectives</strong></td>
<td>The studio investigates important contemporary issues and builds skills necessary for the professional practice of architecture.</td>
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<tr>
<td><strong>Course Requirements</strong></td>
<td>The studio requires active participation, group analysis, master planning, and development of individual buildings.</td>
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<tr>
<td><strong>Course Evaluation</strong></td>
<td>The course is graded pass/fail. Each student receives a written evaluation at the end of the quarter. This evaluation addresses the quality of individual work, and working methods and the student’s evident contribution to group work.</td>
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ARCH 505
ARCHITECTURAL DESIGN STUDIO OPTIONS
6 credits
Prerequisite: Graduate only

Instructor
Varies

Course Description
Studio projects vary. This course can be taken for a numerical grade (all other graduate-level architecture studios are graded credit/no credit).

Course Objectives
The studio investigates important contemporary issues and builds skills necessary for the professional practice of architecture.

Course Requirements
The studio requires active participation, group analysis, master planning, and development of individual buildings.

Course Evaluation
The course is graded according to the UW 4.0 scale. Each student receives a written evaluation at the end of the quarter. This evaluation addresses the quality of individual work, and working methods and the student's evident contribution to group work.
<table>
<thead>
<tr>
<th>Instructor</th>
<th>Varies: Steve Badanes [2006-07]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This is an elective studio, generally offered in summer</td>
</tr>
<tr>
<td></td>
<td>Studio projects vary. The project in 2007 included a summer design/build.</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>The studio investigates important contemporary issues and builds skills necessary for the professional practice of architecture.</td>
</tr>
<tr>
<td>Course Requirements</td>
<td>The studio requires active participation, group analysis, master planning, and development of individual buildings.</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>The course is graded pass/fail. Each student receives a written evaluation at the end of the quarter. This evaluation addresses the quality of individual work, and working methods and the student’s evident contribution to group work.</td>
</tr>
</tbody>
</table>
ARCH 520
ADVANCED WOOD STRUCTURES DESIGN
3 credits
Prerequisite: ARCH 320, 321, 322, preferably 420 (Reinforced Concrete)

Instructor
Ed Lebert

Course Description
If one compared this course with a similar one 40 years ago, you would find:

• Very few similarities between the woods harvested for structural members.
• Commonly used structural wood products today were unheard of 40 years ago.
• The theories we use to ascribe lateral wind and seismic forces acting on wood structures have undergone a series of changes that are still not finalized.
• Virtually all of the building code procedures to describe structural behavior, like buckling of wood columns or bolt capacities, are much more convoluted in their application, and lack any of the clarity (little as it was) of the older building approaches.

With all of these changes of products and theories, any course involving wood structures is necessarily a selection of topics that only canvas a small portion of this ever-expanding explosion of information. Areas which will be addressed in this course:

• International Building Code approach to describing gravity load effects on decks, posts, and beams.
• Pole Structures—installation and analysis.
• Shear Wall Behavior: analytical approaches, state of the art fasteners
• Lateral Load Analysis on complicated shear wall structures.

Course Objectives
To develop a better familiarity with:

• The manner in which wood products are used to respond to gravity and lateral loads acting on contemporary building structures
• Efficiencies and deficiencies these incur as a result of their use
• Lateral load tracing associated with more complicated wood shear wall structures.

Course Requirements
Attendance and participation in class sessions, combined with a rigorous application of course content through assignments, and utilizing some existing wood buildings and drawings, to illustrate analytical procedures.
ARCH 529
SEMINAR IN AMERICAN ARCHITECTURE
Variable (3 to 5 credits)
Prerequisite: Solid background in architectural history

Instructor
Meredith L. Clausen

Course Description
Weekly 3-hour discussion based on substantial readings. Seminar subject varies from year to year (e.g. Critical Regionalism; American Beaux-Arts Architecture; Postmodernism; Housing).

Course Evaluation
Class participation, short (1-2 page) weekly position papers; an additional research paper (10-15 pages) required of those taking the class for 5 rather than 3 credits.
ARCH 530
INTEGRATED BUILDING SYSTEMS
3 credits
Prerequisite: Concurrent with Arch 502

Instructor
David Miller, FAIA

Course Description
Discusses strategies for ordering separate and discreet building systems into integrated architectural schemes. Focuses on systems that affect architectural expression and resolution in buildings including: structural, environmental control, materials, and assembly with an emphasis on sustainable building design.

Course emphasis is on three aspects of systems buildings: Physical integration: How the various systems and building components share space and volume within a structure; Visual integration: How architects work in a synthesis mode to integrate the architectural expression of the systems to reinforce concepts of form; Performance integration: How buildings can share functions and efficiencies to enhance building performance.

Course Objectives
The course objectives are to help students develop the ability to assess, select and conceptually integrate structural systems, building envelope systems, environmental systems, life safety systems, and building service systems into a integrated design.

Course Requirements
The course requirements include three student assignments:

Assignment 1 is a research paper where students do investigative systems research, analysis, and searches for case studies dealing with sustainable systems technologies.

Assignment 2 is a group study where teams of three students compare and contrast two projects and their use of environmental systems strategies. These projects are presented by the students through power-point presentations as well as a paper.

Assignment 3 is a set of drawings produced by each student which overlay the various systems developed in their 502 studio project. Each drawing of the set illustrates the following systems: structural, enclosure, environmental (HVAC), lighting and daylighting, acoustical and electrical/data distribution systems.

Course Evaluation
Students are graded on their papers as well as for class participation as follows: Assignment #1 - 25%, Assignment #2 – 25%, Assignment #3 – 35% and participation/attendance 15%.

Required Texts

Recommended Readings
ARCH 532
GREEN TECHNOLOGY
3 credits
Prerequisite: prior completion of Arch 431 and 433 (or equivalents) recommended

Instructor
Dean Heerwagen

Course Description
Examination and application of various resource-conserving building technologies, particularly within the context of the LEED Rating System. Principles and practices associated with the inclusion of these technologies in buildings.

Course Objectives
Students in the course develop familiarity with:
• new environmental control technologies
• the LEED rating system
• problem-solving methods involving these new technologies and the LEED rating system

Course Requirements
Work expected of students:
• small group solving of a quarter-long building design problem involving building creation and its subsequent fine-tuning while searching for improved performances
• recurring student presentations describing the on-going problem solving

Course Evaluation
Course grades are based on the average of grades awarded on various discrete exercises (i.e., selected components of the quarter-long design problem).

Required Texts
Course reader

Recommended Readings
ARCH 535
GRADUATE SEMINAR: STUDY TOPICS IN ENVIRONMENTAL LIGHTING
3 credits
Prerequisite: Some previous experience in lighting, either academic or professional

Instructor
Christopher Meek

Course Description
Through lectures, discussions, design work, and tours of significant built projects, class participants gain an in-depth understanding of daylighting design and the importance of daylight as a design element. Weekly site visits engage students with extraordinary projects being done by leading design teams in the Seattle/Puget Sound Area. Discussion topics include: cultural and physiological aspects of daylight, climate, design strategies, simulation techniques, and technical considerations for daylight performance. Advanced design strategies are explored through the development and testing of concepts using physical model simulation methods.

Course Objectives
Students completing this course learn to:
• Assess the nature of light in the landscape as a temporal and spatial context for design.
• Experience contemporary and historic built works as an expression of ideas of nature and daylight.
• Articulate visual comfort and photo-biological imperatives for the inclusion of daylight as a crucial design element.
• Define basic criteria for daylighting performance relative to specific task environments.
• Understand building organization strategies that synthesis program requirements for space, task, time of use, and climate.
• Engage in simplified analysis of daylight design using photography, photo-metrics, and physical models.
• Understand the basics of electric light integration with daylighting strategies and performance.

Course Requirements
Students are required to:
• Attend all lectures and site visits.
• Complete a site visit evaluation and present findings to the class.
• Complete 2 to 3 short assignments
• Complete required readings (handouts and books on reserve in CAUP library) on time.
• Complete final design project.

Course Evaluation
Grading is based on:
• 75%: Class Participation, Attendance, Assignments
• 25%: Final Design Project
ARCH 551
SCANDINAVIAN ARCHITECTURE OF THE NINETEENTH AND TWENTIETH CENTURIES
3 credits
Prerequisite: None

Instructor

Course Description
Introduction to the contribution of Scandinavian architecture to early functionalism with emphasis on its relationship to neoclassicism and vernacular architecture.

Course Objectives
To understand the importance of a building tradition within a specific cultural region and the changes brought about by technology and industrialization. A special emphasis is placed on the importance of the poetic contribution to the art of building by architects that have become influential beyond Scandinavia.

Course Requirements
Term paper that pursues new research in the importance of cultural traditions and the continuity of architectural responses to the particulars of climate, materials and technology through a “poetics of construction”.

Course Evaluation
The ability to consider another culture’s contributions to the art of building and to interpret these in the student’s own terms as having relevance to their architectural education. Significance is placed on the creative contribution of the individual architect within rigorous and demanding building tradition.

Required Text
Selected readings from translated materials of original writings by architects and the interpretation in writing of theoreticians and critics of Scandinavian architecture.
ARCH 556
THE ARTS and CRAFTS MOVEMENT AND ITS LEGACIES
3 Credits
Prerequisite: Arch 352 or equivalent; or permission of instructor

Instructor: Jeffrey Kart Ochsner

Course Description: Arch 556 is a Graduate Seminar that explores aspects of the Arts and Crafts Movement in the United Kingdom and the United States. While the movement was never held together by a single statement of goals or manifesto, members did share certain ideas: a critique of nineteenth century industrialization and opposition to overly ornate machine-made ornament in the decorative arts and architecture; a celebration of handicraft and unpretentious design; a belief in “hands-on” education; and a search for ways to bring together architects and artisans.

Arch 556 begins with the development of the Arts and Crafts Movement in England and Scotland and subsequently shifts to the United States. The course addresses design reform, the decorative arts (including ceramics, glass, metals, furniture, etc.), landscape design, and other aspects of the movement as well as architecture. Individuals whose influence will be considered include John Ruskin, William Morris, Gustav Stickley. Some of the figures whose work will likely be addressed include P. Webb, C.F.A. Voysey, C.R. Ashbee, C.R. Mackintosh, A. W. Dow, E. Batchelder, Greene and Greene, I. Gill, Harvey Ellis, B. Maybeck, J. Morgan, Purcell and Elmslie, F.L. Wright, R.A. Cram, L. Tiffany, C. Connick, and others.

Course Objectives: To broaden knowledge and critical appreciation beyond required survey-courses in architectural history and to study an aspect of architecture in depth by reading texts by the theorists and architects of the period.
To raise the question of the continuing influence of Arts and Crafts Movement ideas and ideals (such as an appreciation of natural materials and well-crafted detail, regionalism in architecture, design-build, etc.) at the present time.

Course Requirements: All class sessions consist of instructor presentations, and general discussion, or and student presentations. There are also occasional field trips. Students are expected to contribute significantly to in-class discussion. It is imperative that students read carefully for each class. Assignments are based on the required readings and must be completed before the class period specified. (Students must complete written papers for seven of the nine reading assignments.) In addition to the regular readings and assignments each students prepares a presentation and associated paper that discusses the production of a particular architect or decorative artist, or on a similar focused topic. A draft of the paper is due in the sixth week of the quarter. The final paper is due in the tenth week of the quarter.

Course Evaluation: Students are evaluated based on participation, regular written assignments, presentation and term paper.

Required Texts: Written assignments are based on readings that are available on e-reserves (and also found in loose-leaf notebooks on reserve in the AUP Library).
ARCH 558
SEMINAR IN TWENTIETH-CENTURY ARCHITECTURE
Variable (3 to 5 credits)
Prerequisite: Solid background in architectural history

Instructor
Meredith L. Clausen

Course Description
Weekly 3-hour discussions based on substantial readings. The subject of the seminar varies from year to year (e.g. Architecture and Urbanism in the 1960s; Seminal Readings in Architectural History; Contemporary Japanese Architecture; Computer Technology, Globalization, and their role in 20th c. Architecture; Beaux-Arts Architecture and its Diaspora in the 20th c.; Thin Shell Structures in the Postwar Era; Splintering of Modernism in the 1950s and ’60s.)

Course Evaluation
Class participation, short (1-2 page) weekly position papers; an additional research paper (10-15 pages) is required of those taking the class for 5 rather than 3 credits.
ARCH 559
AMERICAN UTILITARIAN ARCHITECTURE
3 credits
Prerequisite: None

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Louisa Iarocci</th>
</tr>
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<tbody>
<tr>
<td><strong>Course</strong></td>
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<tr>
<td><strong>Description</strong></td>
<td>This seminar examines utilitarian architecture with a focus on North America from the late 18th century to the present. Key building types such as barns, factories, bridges, train and gas stations are studied as physical artifacts and as symbols of modernity.</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>To understand utilitarian built works in terms of their significance as historic relics and as cultural symbols, in consideration of how these overlooked spaces designated for productive labor are embodiments of the aesthetic, technological and social aspects of their time.</td>
</tr>
<tr>
<td><strong>Requirements</strong></td>
<td>Active participation in classes twice a week, which consist of short illustrated lectures and discussion; weekly readings of approximately 30-40 pages; preparation of two short writing assignments and one major research project, which includes an in class presentation.</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Participation in class discussion, written reading response, local building report and final research project and presentation.</td>
</tr>
<tr>
<td><strong>Required Texts</strong></td>
<td>Selected readings from a course reader including over 20 titles.</td>
</tr>
<tr>
<td><strong>Recommended Readings</strong></td>
<td>Additional readings from course reader and selections from individual bibliographies compiled for research projects with help of instructor.</td>
</tr>
</tbody>
</table>
ARCH 560
GRADUATE SEMINAR ON ARCHITECTURAL THEORIES
3 Credits
Prerequisite: 360 or 460 or equivalent

Instructor
Jennifer Dee, Brian L. McLaren, Ph.D.

Course Description
Recent developments in architectural theory, urban design theory, criticism, and the methodology of criticism. This course investigates contemporary architectural theory through the various critiques and counter-critiques of modern culture that have emerged from the early 1960s to the present.

Course Objectives
This course provides students with a concrete understanding of the historical development of contemporary architecture by examining it in relation to concurrent theoretical writings. Students are encouraged to actively engage with abstract ideas and issues in a seminar format and to develop critical positions and values.

Course Requirements
Students are expected to read 30-50 pages of readings per week and actively participate in seminar discussions. Typically students are also responsible for leading one of the discussion sections, doing two short written assignments and an in-class presentation and written report based on issues and problems raised in class.

Course Evaluation
Class participation and performance on the short written assignments, in-class presentation and final report.

Required Texts
Course syllabus is comprised of architectural and philosophical texts.

Recommended Readings
Additional readings are suggested throughout the course lectures and discussions.
ARCH 561  
URBAN DESIGN THEORY  
6 credits  
Prerequisite: URBDP 479 or permission of instructor

Instructor  
Nicole Huber

Course Description  
Theories of twentieth century urban design with emphasis on parallel directions in architecture and urban planning. Theoretical premises of these movements related to current practices of urban design in various sociopolitical contexts, European and American.

Course Objectives  
The seminar familiarizes students with 20th century urban design theories, encourages critical thinking and prepares for the varying roles of the practicing urban designer: as critic, expert, educator or moderator in relation to a varied field of constituents, ranging from municipalities, developers and institutions to neighborhood organizations and academia. In this interest, the course facilitates synthesizing thinking, graphic and communicational skills. The seminar encourages group and individual work.

Course Requirements  
Active participation, discussion of required readings, development and presentation of individual research paper.

Course Evaluation  
The course is graded. Each student receives a numerical evaluation at the end of the quarter. This evaluation addresses the quality of contributions to group work and individual working methods and work.
ARCH 562
REGIONALISM
3 credits
Prerequisite: None

Instructor

Course Description
Exploration of design ideas that address the cultivation of regional character by acknowledging the commonplace, including both the landscape and its buildings. The many disruptive forces that threaten the possibilities of local culture are also considered from a political, social, and economic point of view.

Course Objectives
To understand architecture's changing response to local needs and universal principals as embodied in the particular of place.

Course Requirements
Term paper and participation in seminar format discussion.

Course Evaluation
Ability to integrate previously acquired knowledge in architecture and other fields with a regional ethic that can make architecture more responsive to the local qualities of people and place.

Required Texts
Reader with a wide selection from philosophy, geography, literature, as well as other fields that can assist in practicing architecture within a regional discourse about people, place and buildings.
<table>
<thead>
<tr>
<th>Instructor</th>
<th>Vikram Prakash, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>Study of contemporary cultural studies and postcolonial writings in terms of their possible impact on architectural theory and practice. Topical seminar based on reading and individual research.</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>By the end of the course students have an advanced introduction to the main writers and concepts of what is known as “cultural theory” as relevant to architecture. Discussion will focus on the inter-relationships between cultural and architectural theory.</td>
</tr>
<tr>
<td>Course Requirements</td>
<td>Required readings, online written weekly discussion group.</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>Weekly writing 100%</td>
</tr>
</tbody>
</table>
ARCH 570
DESIGN DEVELOPMENT
3 Credits
Prerequisite: Materials and Methods

Instructor
David Miller, FAIA

Course Description
The course explores the issues of design development in architecture. It is taught in a lecture format to approximately 50 students as a support course for the Architecture 502 design studio. Primarily through case studies, the course investigates how an architect turns an established conceptual idea into a complete solution that rigorously integrates form, details, structure and materials.

Course Objectives
The objectives of the course are to develop in the students a greater appreciation for the full spectrum of issues involved in the architectural design process from concept inception through construction. Skills in detailing and systems integration are hopefully developed to a fuller extent through the integration of the lecture material and design work in the 502 studio.

Course Requirements
The students are assigned readings for specific lectures from the Arch 570 course reader. There are three assignments for the course.

• a detail survey done in teams of two students
• a paper comparing design development issues for a pair of buildings
• a large scale sectional model of the student’s studio project.

Course Evaluation
Based on report and class participation.

Required Texts

Recommended Readings
Twenty-four individual articles are included in the Arch 570 course reader. Available upon request.
ARCH 572  
**SPECIFICATIONS AND CONTRACTS**  
3 Credits  
Prerequisite: None

**Instructor**  
Chris Dixon

**Course Description**  
Detailed organization and composition of contracts, specifications, and related contract documents.

**Course Objectives**  
This course is concerned with the understanding and usage of various contract documents and the origins, organization, and production of contract specifications. Topics include agreements, conditions, office and project documentation, and the components of specifications. The emphasis is on the development of knowledge and skills of practical situations and problems.

**Course Requirements**  
The course utilizes a variety of resources to provide the information necessary to cover the study of the subjects. A combination of lectures, readings, in-class surveys, and selected professional documents and forms shall be utilized. Guest lecturers provide additional and specialized expertise for various topics concerning specifications and contracts.

**Course Evaluation**  
The components of evaluation for the course include a research paper, practice documentation and specifications, quizzes, and a final examination.

**Required Texts**  
Selected readings from the CSI "Manual of Practice", and the AIA "Handbook of Professional Practice."

**Recommended Readings**  
Selected AIA professional practice documents.
ARCH 573
PROFESSIONAL PRACTICE
3 Credits
Prerequisite: Graduate Standing

Instructors
Peter Rees AIA and Rena Klein FAIA

Course Description
This course serves as an introduction to the practice of Architecture as a profession and design service business. The intent of the course is to increase understanding of the professional and managerial milieu in which architecture is practiced. The course introduces material in a series of related topics. Beginning with an introduction to professionalism and ethics, the course moves on to cover macroeconomics; office and business management; marketing and interviews; the financial operations of a design office; and project delivery methodology. Students learn that the process of turning designs into buildings requires far more than inspiration and technical expertise; it also involves economic, social, governmental, ethical, managerial and business concerns.

Course Requirements
Course topics are taught with a combination of lectures, case study analysis, group process and class discussion. Requirements include homework and reading assignments, in-class exercises and two quizzes. The topics build on each other enabling teams of students to complete a final project that includes graphic, written, and verbal presentation components. This final project requires students to envision their own future firm and write a business plan for that firm with financial and marketing components.

Course Evaluation
Active, vocal, prepared and thoughtful participation in class activities is essential to the success of the class, and students are expected to prepare carefully for each class session by reading assigned materials and completing homework exercises. Student evaluation will be based on
- participation and attendance: 30%
- homework: 25%
- in-class quizzes: 20%
- final group project: 25%

Required Texts
Dana Cuff, Architecture: The Story of Practice (1992)
David H. Maister, Managing the Professional Service Firm (1993)

Recommended Reading
Judith R. Blau, Architects and Firms (1984)
Weld Coxe, Marketing Architectural and Engineering Services (1983)
Weld Coxe, et.al., Success Strategies for Design Professionals (1987)
Rosslyn Foote, Running an Office for Fun and Profit (1966.F66)
Andy Pressman, Professional Practice 101 (1997)
Martin R. Weisberg, Productive Workplaces (1987)
ARCH 574
DESIGN AND CONSTRUCTION LAW
3 credits
Prerequisite: None

Instructor  Steven M. Goldblatt, JD

Course Description  This course explores legal issues arising from design and construction services, focusing on risk management and liability awareness. Topical areas include basic legal doctrines, the design professional/client relationship, contractor selection, the construction process, and professional practice problems with emphasis on Washington state law. The course offers an in-depth understanding of the design professional's and contractor's relationships with each other, clients, subcontractors, workers, and the public.

Course Objectives  As a result of satisfactorily completing this course, students will be prepared to understand the design professional's relationships with clients, contractors, and the public; recognize the design professional's risks and exposures; help protect themselves as design professionals against liability; and know how a design professional should react to a suit or claim.

Course Requirements  Each week, students should preview the website's class outlines, then read cases and problems in the text and Washington cases and statutes as assigned.

Course Evaluation  Students earn scores on a research paper, participation in class discussion, and class attendance. Grades are based on their total scores.
ARCH 576
COMMUNITY LEADERSHIP PRACTICES
3 Credits
Elective: Professional Practice

Instructor  Sharon E. Sutton

Course Description  The course helps students learn how to facilitate community design processes. It explores theories and methods of participation, and applies them to create community visioning tools.

Course Objectives  Students learn to: Document and assess the sociocultural and physical context of a community, interview diverse constituents and negotiate divergent perspectives, engage youth as civic actors in the visioning process, and plan and lead participative community meetings.

Course Requirements  These include: Participating in class sessions (discussions, field work, community visioning), reading assigned literature and materials collected in the field, and contributing to the design and production of a high quality class visioning document.

Course Evaluation  Class Participation: 25%
Work Plan: 25%
Visioning Tool: 50%

Coursepak
ARCH 577
ETHICAL PRACTICE
3 Credits
Elective: Professional Practice

Instructor
Sharon E. Sutton

Course Description
This course helps students develop ethical reasoning skills. It examines sociology of professional practice leading to an understanding of the dilemmas associated with serving a diverse society. The course also reviews exemplary case studies in ethical practice. Students develop communication skills through writing and dialogue, and creation of an exhibit exploring ethical issues.

Course Objectives
The seminar helps students: Gain a critical understanding of ethics in contemporary society, gain a historical perspective on the changing ethical obligations of the professions, explore a range of current dilemmas that call for ethical leadership, develop the communication skills needed to resolve ethical conflicts, and articulate their own set of ethics in relation to an issue of their choice.

Course Requirements
These include: Reading assigned literature, as well as self-selected sources, collaborating with classmates to co-facilitate class discussions, being an active participant in sessions facilitated by classmates, completing a concise one-page essay reflecting on the assigned readings, and contributing a high-quality poster to a class-designed exhibit.

Course Evaluation
Seminar Participation: 20%
Weekly Essay: 20%
Current Events Session: 15%
Personal Course Session: 15%
Graphic Display: 30%

Required Texts
Coursepak
ARCH 578
CASE STUDIES IN CONTEMPORARY ARCHITECTURAL PRACTICE
3 credits CR/NC
Prerequisite: none

Instructor
Bruce Donnally

Course Description
In order to focus the student's design exploration, academic studio projects usually distill the influencing factors on architectural design down to a few measurable elements—program and site—and abstract influences—history, theory, and culture. The reality, of course, is that there are many more factors that shape an actual building. Engineering, codes, project team complexity, schedules, costs, environmental sustainability, the media, and interpersonal dynamics, for example, all drive decisions in one direction or another. Moreover, the role of the architect in the process has become increasingly more collaborative as the design and construction team has grown to respond to increasingly more complex projects. These factors can be seen as impediments to realizing an “ideal” design or as opportunities to developing creative and responsive solutions. Using a variety of local projects as models for study, this course examines how the design teams, their clients, and the contractors faced these real issues and how the solutions they developed either strengthened or compromised the final product. We also focus on the changing role of the architect in the project delivery process today and speculate on how it might continue to change in the future.

Course Objectives
This class gives students a clearer understanding of how real projects are designed and developed, a better appreciation for the design potential in forces one might otherwise consider to be creative impediments, and insight into the different approaches firms take to organizing themselves and doing projects.

Course Requirements
Students are expected to attend all classes and actively participate in the discussions. Missing more than one class will subject the student to a possible no-credit grade. Students are required to keep organized notes on each office visit and complete a two page review analysis report for each visit. All reports must be completed to receive class credit.

Course Evaluation
Credit for the class is dependent on attendance of all office visits (with one absence allowance) and completion of all visit reports.

Required Readings
None
ARCH 587
THEORY OF DESIGN COMPUTING
3 Credits
Prerequisite: Computer literacy (Arch 380 or permission)

Instructor
Brian Johnson

Course Description
This course examines the relationship between theories of design and computational tools; it explores how the emergence of computing as mainstream tool in design has already changed architectural practice and discusses how, as with other technologies that revolutionized the practice of architecture, information technologies carry hidden implications about design process and products.

Course Objectives
The objectives of this course are:

To help the student understand the broad categories of historical thought with regard to computing and design, recognizing the authors and projects that have contributed the most to bringing us to the current time and place.

To help the student develop the vocabulary of ideas and concepts necessary to participate in the larger worldwide academic discussion of design computing.

To focus thinking on a particular set of ideas and examine them in some detail, producing a paper and leading a discussion with the other students.

Course Requirements
There are regular readings assigned; these will be discussed in class on the dates shown in the schedule. The reading must be done before class.

Students are expected to read two (2) books outside of class, to write a two-page book report on each, and to make a brief presentation about the first. The instructor will provide a list of books from which students may choose. One must come from this list. The other may come from the list, or may be an alternative (subject to approval).

Course Evaluation
Grading is based on:

- demonstrated familiarity and consideration of assigned readings, through attendance and participation in discussions of reading assignments, both face-to-face and online
- written and oral book reports on outside readings

Required Texts
See readings schedule.

Recommended Readings
ARCH 588
RESEARCH PRACTICE
3 credits
Prerequisite: None

Instructor
Mehlika Inanici

Course Description
The course provides the opportunity for a guided preliminary exploration and refinement of a research topic in Design Computing through weekly seminar meetings. The content of the course is presented through a series of class discussions:

- Week 1: Introduction to Design Computing
- Weeks 2 and 3 Communication (Digital Presentation): Methods of representation, Modeling: data structures and geometric modeling, databases and product modeling, Rendering and animation; Collaborative Design.
- Weeks 4 and 5 Evaluation (Computational Analysis): Methods of prediction: calculation, reasoning, simulation, extrapolation; Modalities of evaluation; Building Performance Simulation (lighting, thermal performance, acoustics, fluid dynamics, structure...); Evaluation of non-quantifiable qualities (human factors, aesthetics).
- Weeks 6, 7, 8 Computational Design Synthesis: Habitual methods; Procedural methods (complete enumeration, space allocation, and constraint satisfaction); Heuristic methods (analogical methods, case-based reasoning, expert systems, shape grammars); Evolutionary methods (Genetic algorithms and Neural Networks).
- Weeks 9 and 10 Emerging Fields: Building and Construction Automation; Intelligent Design Agents; Virtual Environments.

Course Objectives
Provide an overview of principles, theories, methods that underlie the applications of computational research in architecture; Create awareness and familiarity with the current issues and leading research and professional activities in the area of architectural computation; Prepare students to develop and undertake a study of advanced topic of their choice; Develop technical writing skills.

Course Requirements
Students are required to complete all assigned readings prior to the corresponding class session; attend and participate actively in all class sessions. There are two written assignments: A short analytical essay and a final paper. In this course, students are expected to select a problem area of interest to them and investigate different research approaches and methodologies. There is a textbook and additional readings are assigned for each topic. Textbook is: Kalay YE, Architecture's New Media: Principles, Theories, and Method's of Computer-Aided Design. Cambridge: The MIT Press, 2004.

Course Evaluation
Participation: 25%
Analytical essay: 25%
Final paper and presentation: 50%
ARCH 590
URBAN AND PRESERVATION ISSUES IN DESIGN
3 credits
Prerequisite: 500 level standing

Instructor
Jeffrey Karl Ochsner

Course Description
Architecture 590 offers a wide-ranging introduction to current approaches to urban design and preservation in the United States. It addresses the general direction of recent urban design theory and practice and recent historic preservation theory and practice, including research and theoretical directions that have appeared in the past two decades. Issues and areas addressed include questions of public space, how the city serves people, urban building and urban space types, what we preserve and why, new construction in historically significant contexts, recent urban design and preservation/adaptive reuse projects, and the like.
The course supports the studio projects in the Arch 500 studio; however, it is not necessary to be enrolled in the 500 studio to take this course.

Course Objectives
The primary objective of the course is to offer participants a framework through which to view design and historic preservation theory and practice as well as a series of examples of applications in actual physical settings. Simultaneously, within the structure of the curriculum, the course provides background information and project examples that have direct relevance to work taking place in the 500 level studio. For students who may never again take a course in urban design or in preservation, this course provides basic information regarding practice in these areas. For students who may choose to take more courses in either or both urban design or preservation (or may choose to pursue either the urban design certificate or the historic preservation certificate), this course serves as a basic introduction to more advanced courses in these areas.

Course Requirements
All students complete two short open-book written assignments dealing with the content of the course readings. One focuses on urban design and the other focuses on preservation. In addition, each student prepares a term paper that addresses his/her studio project in urban design and/or preservation terms. This paper is similar to the kind of professional report that an architect might have to prepare for a client group, review board or funding agency. Students also prepare a paper of the highest professional quality as if it were to be presented to a client as work done for a fee.

Course Evaluation
Students are evaluated based on their performance on the written assignments and the term paper/project.

Required Texts
Primary readings for the course are a collection of writings that form two "Course Readers" available from the University Bookstore. Selections include those authored by Hannah Arendt, Richard Sennett, Aldo Rossi, James Marston Fitch, Ellen Soroka and others. In addition, students read Jane Jacobs, The Death and Life of Great American Cities (New York: 1961) and William H. Whyte, Social Life of Small Urban Spaces (Washington, 1982).

Additional Readings
A lengthy supplemental reading list is provided at the beginning of the quarter.
ARCH 591
ARCHITECTURE IN THE LANDSCAPE
3 credits
Prerequisite: Graduate student standing

Instructor
Susan Olmsted

Course Description
Arch 591 encourages students and allied professionals to forming a collective understanding of architecture's relationship to the landscape. Throughout the course we explore concepts of landscape from the 'natural' condition to the urban condition, with emphasis on the idea that landscape is a dynamic web of systems and patterns. Whether we are looking at the macro-scale or the micro-scale, urban or rural, architecture’s response to the landscape as part of a dynamic system is not only a matter of poetics and theory, but also a requisite for living in a healthy, sustainable world.

Course Objectives
The objective of Architecture in the Landscape is to emphasize the interconnectedness of architecture with natural, biological, and engineered systems that comprise the landscape, and to underscore the potential of architecture to engage these systems toward cultivating a sense of place and developing an appropriate environmental response. Understanding the site, the surrounding landscape, and the rhythms and patterns that comprise it, enables a designer to use site character as a powerful impetus for design. Three main components provide the framework for the introduction of course material:

• Grounding - Technical basis for understanding landscape as a set of dynamic processes and interrelated fields of study: soils, geology, hydrology, vegetation, climate, sun, wind, light, habitat, culture.
• Theory - Narrative, attitudes, ideas, discussion and inspiration central to forming an approach to placemaking in the landscape
• Practice - Case studies to illustrate the application of technical and theoretical design concepts in generating site-based architectural responses.

Course Requirements
Attendance/Participation
Selected Readings
Notebook/Journal
Assignment #1: Site Observation and Documentation
Assignment #2: Design Studio Project as Case Study or Built Project as Case Study

Required Texts
Selected readings
ARCH 595
MASTER’S THESIS STUDIO AND PRE-DESIGN
3 credits
Prerequisite:

Instructor
Elaine Day LaTourelle

Course Description
This course involves preparation of master’s design thesis pre-design document within a structured, faculty supervised setting. Student work covers programming; site analysis; land use, building, and accessibility code compliance; building systems selection (material, structural, and mechanical); cost implications; conceptual approach and schematic design exploration. This course is required for admission to the master's thesis design studio, Arch 700.

Course Objectives
Completion of an approved thesis proposal and pre-design document.

Course Requirements
To receive credit for the course students must submit an approved thesis pre-design document.

Course Evaluation
This course is credit/no credit.

Required Texts
Periodic readings are distributed during the course.

Recommended Readings
As advised by the course faculty.
ARCH 596
FIELD WORK IN PROFESSIONAL PRACTICE
3 Credits
Prerequisite: Graduate Standing

Instructor
Rena M. Klein FAIA

Course Description
The practice of architecture is not about selling commodities or even selling design. The day-to-day practice of architecture is all about delivering projects. This involves acquiring projects to do; assembling a team; doing the work; checking the work; and learning from the results of the work. All this takes leadership and management, and for most architects, these skills are acquired through on-the-job training, and the learning curve is often steep. This course is meant to flatten that learning curve by introducing students to the history, theory and practice of project management/leadership in design firms. Similar to design studios taught by noted designers, professionals who are accomplished project leaders will act as mentors to students, offering their practices as living laboratories for observation. Students will learn project management theory and technique in the classroom and observe related operations in practice. Beginning with an overview of the discipline of management and the general methodology of project management, the class focuses on design project management as it is commonly practiced by architects. Topics covered include marketing and fee proposals, project start-up, and project tracking, as well as leadership skills such as reflective practice, meeting facilitation, conflict resolution, and understanding group dynamics in a cross cultural context. In addition, the class explores alternative methods of project delivery and the future of design project management as it is impacted by new technologies such as building information modeling.

Course Requirements
As part of the requirements of the course, each student will shadow a project for 24 hours over a six week period. There will be only one student placed in each firm, increasing the possibility of varied exposure to the project management process. Students will be asked to document, report and reflect on their engagement with the firm. This will be done through class dialogue, homework assignments, and a final research project. Firms agreeing to participate in Winter term 2007: SRG, LMN, Mahlum, Miller Hull, DLR, Mithun, NBBJ, Weber+Thompson, Cushing Terrell Architects, and Baylis Architecture

Course Evaluation
Students will be evaluated based on the quality of their documentation of the of the engagement with the firm, the homework, the mid-term quiz, and the final research project. Active and thoughtful class participation is essential to success in this course.

Required Texts
M. Brassard, and D. Ritter, The Memory Jogger II, 1994, GOAL/QPC, Methuen, MA
Marion E. Haynes, Project Management - From Idea to Implementation, 1996, Crisp Publications, Boston, MA
Co, New York, NY

**Articles**

NBBJ design team, “Telenor Case Study,” 2005, *AIA Seattle Knowledge by Design conference proceedings*
ARCH 597
RESEARCH PRACTICUM
5 Credits
Prerequisite: Arch 587, Arch 588, or permission

Instructor
Brian Johnson

Course Description
This course, modeled on a design studio, aims to develop and refine students’ practical research skills by applying them in a structured fashion as part of a collaborative research effort. The course includes very little traditional lecture content. Instead, there is a significant amount of time given over to discussion, and time for students to work alone or with classmates on the project(s) for the quarter. There are also regular meetings with the instructor to discuss strategy, progress, etc. At the end of the quarter, the group presents its results in a DMG Lab Lunch session to which outside reviewers (audience members) are invited.

Course Objectives
The purpose of this course is:
• to add an element of explicit collaboration in your education, using teamwork in addition to sharing of individual contributions, and
• to provide a “scaffolded” research experience, building on the Research Practice course and the various media and theory courses encountered in the curriculum by asking students to apply those principles to a real research situation.
Along the way students will consider all the issues needed to address in Thesis work. The instructor and classmates will be involved in helping guide thinking on the topic.

Course Requirements
The goal of this “research studio” is to produce several documents illustrating development of a research project: a list of publication venues, research project descriptions, research work, paper drafts, and one or more viable papers—papers that could be, or have been, accepted for presentation at a conference or for publication in a journal.

Course Evaluation
Students will be evaluated in this course based on:
• individual performance on tasks and individual projects
• contribution to group project(s), including but not limited to individual content contribution
• the group project as a whole.

Required Texts
None.

Recommended Readings
None.
ARCH 598
SPECIAL TOPICS FOR GRADUATE STUDENTS: Computational Lighting Design and Analysis
3 credits
Prerequisite: Arch 435, equivalent or permission of the instructor

Instructor
Mehlika Inanici

Course Description
Lighting design is a decision-making process that integrates lamps, luminaires, controls, daylight apertures, surface materials, and colors. The choices affect the resultant visual effects, comfort, and performance. Computational Lighting Design draws from recent developments in lighting simulation, visualization, per-pixel data measurement and analysis techniques. It provides an understanding of the theoretical aspects of computer applications for lighting design and analysis; and the practical knowledge of tools and techniques that enhance the integration of the lighting analysis into the architectural design process. The content of the course is presented through a series of lectures, class discussions, and lab sessions. There are two main topics:
- High Dynamic Range (HDR) Photography: HDR photography is a computational photography technique where multiple exposure photographs are fused into a single HDR image. A single HDR image captures an entire array of lighting measurement data with a common digital camera.
- Lighting simulation / visualization: Students learn how to perform lighting simulation and visualizations using Ecotect and Radiance.

Course Objectives
The objectives of this course are to:
- Provide an overview of principles, theories, methods that underlie the applications of computers in lighting design and analysis;
- Create awareness and familiarity with the current issues in the lighting community;
- Provide hands-on experience with the state of the art lighting simulation, visualization, per-pixel measurement and analysis tools.

Course Requirements
Students are required to attend and participate actively in all lecture sessions and complete the tutorials and exercises given in lab sessions. There are two projects. The first project provides an opportunity to analyze an existing architectural space with “HDR photography” technique. The second project is on “lighting simulation and visualization”. Students choose an architectural lighting design problem and analyze different lighting alternatives through computer simulation. Students write a report at the end of the quarter to critically review the HDR photography and lighting simulation techniques.

Course Evaluation
Project - 1: (40%)
Project - 2 (40%),
Final Report (20%)
ARCH 598  
SPECIAL TOPICS FOR GRADUATE STUDENTS: Advanced Rendering  
3 credits  
Prerequisite: 380 or equivalent or permission of the instructor

Instructor  Mehlika Inanici

Course Description  Computer visualization is a powerful tool for architects. Visualization has always been the permanent part of the discipline, though it fluctuates in the wide range of 2D drawings, 3D modeling, rendering, animation, walkthrough, and full-scale virtual environments. Advanced rendering tools use computer models to simulate the complex physical processes that occur during the light transport and material reflection/refraction/transmission within a given geometry to generate digital images that can mimic the physical world and predict the final appearance of a design. The content of the course is presented through a series of lectures, class discussions, and lab sessions.

- Week 1: Introduction
- Week 2: Light and Vision in Computer Graphics
- Week 3: Rendering Algorithms
- Week 4: Light sources in Computer Graphics
- Week 5: Material definitions in Computer Graphics
- Week 6: High Dynamic Range Imaging
- Week 7: Review
- Week 8: Take-home exam
- Weeks 9 and 10: Review of student projects

Course Objectives  The objectives of this course are to:

- Provide the opportunity for guided explorations and discussions of the technical features of advanced tools and algorithms within the domain of the architectural visualization.
- Provide hands-on experience with the state of the art rendering software

Course Requirements  Students are required to attend and participate actively in all lecture and lab sessions. There is a take-home exam and term project. Take-home exam is an essay that should address a series of questions about the technical features of advanced rendering tools and algorithms that are discussed in lecture sessions. The term project is an application of an advanced rendering tool to create renderings of a design project.

Course Evaluation  Participation: 10%
Take-home exam: 40%
Term Project: 50%
**ARCH 599**  
**THESIS PREPARATION**  
3 credits  
Prerequisite: substantial completion of M.Arch. degree requirements

**Instructor**  
Students undertake this course with their Thesis Committee chair.

**Course Description**  
This independent study course involves the development of a proposal for thesis-level research in architecture. Participants identify a research area, find relevant literature and prepare an annotated bibliography, articulate a specific question within the research area, and write, present, and defend a proposal. Required for admission into Arch 700.

**Course Objectives**  
Completion of an approved thesis proposal.

**Course Requirements**  
To receive credit for the course students must assure that all committee members approve and sign the thesis proposal.

**Course Evaluation**  
This course is credit/no credit.

**Recommended Readings**  
As advised by the Thesis Committee.
<table>
<thead>
<tr>
<th><strong>ARCH 600</strong></th>
<th>INDEPENDENT STUDY OR RESEARCH</th>
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<td>Prerequisite: None</td>
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<tr>
<th>Instructor</th>
<th>Varies</th>
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<tbody>
<tr>
<td>Course Description</td>
<td>Instructor-initiated and department-approved topics which vary and are announced in preceding quarter.</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Systematic study and offering of specialized subject matter.</td>
</tr>
<tr>
<td>Course Requirements</td>
<td>Varies</td>
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<tr>
<td>Course Evaluation</td>
<td>Varies</td>
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<tr>
<td>Required Texts</td>
<td>Varies</td>
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<tr>
<td>Recommended Readings</td>
<td>Varies</td>
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ARCH 700
MASTER’S THESIS
9 credits
Prerequisite: ARCH 500 through 506, completion of program course work

Instructor
Varies

Course Description
Student-initiated, faculty supervised and department-approved topics which vary and are developed in concert with supervising faculty either in a studio setting or independently with an advisory committee.

Course Objectives
Systematic study, investigation and design of specialized subject matter to demonstrate student’s ability to carry an architectural project from programming and site analysis through design development.

Course Requirements
Preparation of a thesis proposal, to be approved by faculty thesis advisor or committee, which outlines topic approach, program, schedule, tasks, theoretical foundation, previous preparation, and bibliography. Final thesis includes development of the work under supervision of a 2 to 3-member committee, at least 2 of which are on the Graduate Faculty, written dissertation of the topic and full graphic presentation of design. Non-design thesis by departmental by special approval only.

Course Evaluation
Public presentation to members of faculty and professional review panel. Final approval by student’s thesis committee

4.4 FACULTY RESUMES

4.4a Permanent Faculty

Alex T. Anderson, Ph.D.
Associate Chair, Graduate Program Coordinator, Associate Professor

Alex T. Anderson is Associate Chair, Graduate Program Coordinator and Associate Professor in the Department of Architecture at the University of Washington, where he teaches in the areas of architectural history, theory, representation, and design.

Professor Anderson received a B.S. in Civil and Environmental Engineering from Cornell University, and an M.Arch., M.S.Arch., and Ph.D. in Architecture from the University of Pennsylvania. Before assuming his position at University of Washington in the fall of 1998, Professor Anderson taught architectural history, theory, and design at the University of North Carolina at Charlotte, building structures and architectural theory at the Philadelphia College of Textiles and Science, and architectural drawing at the University of Pennsylvania.


Degrees
- Ph.D. in Architecture, University of Pennsylvania, Philadelphia, PA, 1997
- M.S. in Architecture, University of Pennsylvania, Philadelphia, PA, 1995
- B.S. in Civil & Environmental Engineering, Cornell University, Ithaca, NY, 1987

Teaching Responsibilities
- Arch 350: Architecture of the Ancient World (lecture)
- Arch 450: Modern Architecture and the Decorative Arts (seminar)
- Arch 463: Theories of Representation (seminar)
- Arch 504: Graduate Design Studio Options
- BE 551: The Contemporary Built Environment (Ph.D. seminar)

Main Areas of Research and Scholarship
- Architectural Design
- Architectural Theory
- Architectural History
- Architectural Representation
- Decorative Arts

Selected Publications and Papers

Books and book chapters

Peer reviewed papers
- “On the Human Figure in Architectural Representation,” Journal of Architectural Education: May 2002.

Other papers
“Thinking in Shadow,” Column 5 (Department of Architecture, University of Washington, 2001)

Selected Academic Experience
Associate Professor, Assistant Chair, Grad. Program Coordinator, University of Washington, 2005 – present
Assistant Professor, University of Washington, 1998 - 2005
Assistant Professor, University of North Carolina at Charlotte, 1996 - 1998
Adjunct Professor, Philadelphia College of Textiles and Science, 1993 - 1995
Instructor, University of Pennsylvania, 1993 – 1995

Selected Academic and Public Service
University of Washington, Faculty Senator, 2003-present
College of Architecture and Urban Planning, Interdepartmental Ph.D. Advisory Committee, 2003-present
Department of Architecture, Curriculum Committee, Chair, 2003-present
Peer review for the ACSA conference papers: Association of Collegiate Schools of Architecture

Selected Awards, Honors, and Grants
Dean’s Faculty Award for Completed Work (for The Problem of the House: French Domestic Life and the Rise of Modern Architecture), 2007
Johnston/Hastings Faculty Travel Award, Department of Architecture, 2007
Faculty Frame, for service to the Department of Architecture, 2005.
Gerald A. Williams Memorial Endowment Prize, Department of Architecture, Department of Architecture, University of Washington, 2004.
The Lionel “Spike” Pries Award for excellence in teaching, College of Architecture and Urban Planning, University of Washington, 2002
Faculty Research Support Grant, University of North Carolina at Charlotte, 1997
Steve Badanes
Professor

Steve Badanes is Professor in the department of Architecture, where he teaches design build studios. Professor Badanes attended Wesleyan University for undergraduate studies and Princeton University, where he received his Master of Architecture degree. He has received grants from the National Endowment for the Arts and the Graham Foundation of Advanced Studies in the Fine Arts, as well as a Fellowship from the Association of Collegiate Schools of Architecture. He has conducted design/build workshops at the University of Technology in Helsinki, Finland, the University of Oregon, the University of Washington, the University of Miami, Ball State University, the University of California at San Diego, Florida A&M University, Miami University in Ohio, North Dakota State University, and the University of Wisconsin.

Degrees
- Wesleyan University 1967 BA
- Princeton University 1971 MArch

Teaching Responsibilities
- Summer Hands-on Studio 2007
- Design Build Mexico 1995-2005

Main Areas of Research, Practice
- Architects, artists & inventors committed to the interdependence of design & construction

Selected Publications & Reports
- Work published in over 325 publications including two books: Jersey Devil Design Build Book 1985
- Devil's Workshop 25 Years of Jersey Devil Architecture 1997
- NY Times magazine, Popular Science, the Nation, Fine Woodworking, Solar Today, and Arch publications in the US, France, Germany, Italy & Japan

Selected Academic Experience

Selected Professional Experience
- Private residential commissions, Public Art, Community based Design Build studios and workshops
- Natchez St Beach Pavilion, Seaside FL
- Montessori Island School, Florida Keys
- Fremont Troll, Seattle

Selected Public Service
- Strawberry theater advisory Bd,
- Rural Studio Advisory Bd,
- Danny Woo Garden Advisory Bd.,
- Solar Washington Bd.of Directors
- Yestermorrow School Bd of directors

Awards, Honors & Grants

Selected Papers & Presentations
- "Breaking Boundaries" Atlantic Center for the Arts 2007
- Yildiz Meeting 2006 Exhibition,Adama,Konya, Edine, Trabzon Bursa, Eskiehir, TURKEY
- New Americans, Rome, Florence, Milan, ITALY
- "Marginal Architecture" Paris FRANCE
- Art of design, Univ of Wisc.
- Over 375 invited lectures in the US, Canada, Europe, Mexico and Qata
Francis Ching
Professor Emeritus

Professor Ching received a Bachelor of Architecture degree from the University of Notre Dame in 1966. After several years of professional practice, earning licensure and serving as a VISTA architect in the Cleveland Design Center, he began his teaching career at Ohio University in 1972. Since then he has taught at the University of Wisconsin-Milwaukee and the University of Washington, where he has spent the last 20 years teaching a beginning design studio and a sequence of design drawing courses. He has been a Visiting Faculty at both the Tokyo Institute of Technology and The Chinese University of Hong Kong. Although retiring from active teaching this past year, Professor Ching will continue to write, draw, and offer the workshops he has periodically offered in the U.S. and Canada, as well as internationally in China, Japan and Taiwan.

Professor Ching’s publications, which focus on clarifying and communicating architectural elements, principles, and relationships, include: A Global History of Architecture (w/ Mark Jarzombek and Vikram Prakash), Building Codes Illustrated (w/ Steven Winkel), Design Drawing (w/ Steve Juroszek), A Visual Dictionary of Architecture, Sketches from Japan, Drawing: A Creative Process, Interior Design Illustrated, Architecture: Form, Space & Order; Building Construction Illustrated, and Architectural Graphics. Many of these are widely adopted in schools of architecture in the U.S. and Canada as well as internationally. A number of these texts have also been translated into one or more of the following languages: Bahasa Indonesian and Malaysian, Orthodox and Simplified Chinese, French, German, Greek, Italian, Japanese, Korean, Norwegian, Portuguese, Russian, Spanish, Thai and Turkish. He has just completed the third edition of Architecture: Form, Space and Order, and is preparing Building Structures Illustrated, with UW colleagues Barry Onouye and Doug Zuberbuhler.

Awards that Professor Ching has received include the Honorary Degree of Doctor of Design from The Nottingham Trent University; the S.Y. Chung Visiting Fellowship, New Asia College, The Chinese University of Hong Kong; a Citation for Excellence in International Architecture Book Publishing; an AIA Institute Honor for Collaborative Achievement; and a National Design Award, Special Jury Commendation, from the Cooper-Hewitt National Design Museum.

Degrees
B.Arch, 5-year Professional Degree, cum laude, University of Notre Dame, 1966

Teaching Responsibilities
Arch 300: Technological Foundations Studio
Arch 315: Design Drawing III
Architecture in Rome program

Main Areas of Research, Scholarship, or Practice
Publications focus on clarifying and communicating architectural elements, principles, and relationships.
Currently preparing Building Structures Illustrated, with Barry Onouye and Doug Zuberbuhler, due to be published in 2009 by John Wiley and Sons, Inc., New York.

Selected Publications and Reports
Building Codes Illustrated, 2nd Ed. w/ Steve Winkel. (New York: Wiley, 2006)
Sketches from Japan. (New York: Wiley, 2000)
Selected Academic Experience

Professor Emeritus, Department of Architecture, University of Washington, 2007–
Professor, Department of Architecture, University of Washington, 1992–2006
Visiting Faculty, Department of Architecture, The Chinese University of Hong Kong, 1993
Visiting Scholar, Tokyo Institute of Technology, Tokyo, Japan, 1990
Lecturer, Department of Landscape Architecture, University of Washington, 1985–1990
Instructor, Design Department, Cornish College of the Arts, 1981–1984
Assistant Professor, School of Architecture and Urban Planning, University of Wisconsin-
Milwaukee, 1976–1980
Instructor, School of Architecture, Ohio University, 1972–1976

Selected Professional Experience

Partner, Ching Design Studios, Registered Architect, States of Indiana and Washington
VISTA Architect, Cleveland Design Center, Cleveland, OH, 1971–1972
Project Architect, Crumlish/Sporleder + Associates, South Bend, IN, 1969–1971

Selected Public Service

Graphic design work for various educational, community, and church groups

Awards, Honors, and Grants

National Design Award, Special Jury Commendation, Cooper-Hewitt National Design
Museum, 2007
AIA Institute Honor for Collaborative Achievement, 2007
Honorary Degree of Doctor of Design, The Nottingham Trent University, 2001
Graham Foundation Grant (with Steve Juroszek) to develop a 2-volume reader for Design
Drawing, 1994
S.Y. Chung Visiting Fellow, New Asia College, The Chinese University of Hong Kong, 1993
Citation for Excellence in International Architecture Book Publishing, 1992

Recent Conferences and Workshops

Drawing workshop, National Taiwan University, Taipei, Taiwan 2006
Design studio (w/ Dan Abramson & Jeff Hou) Visiting critic, Quanzhou, P.R. China, 2004
Drawing workshop, Design Communication Conference, Clemson University, 2002
Drawing workshop, Ball State University, 2001
Drawing workshop, Design Communication Conference, University of Arizona, 2000
Invited panelist, Beginning Design Student Conference, UNLV 1999
Invited Panelist, Beginning Design Student Conference, UNLV, 1999
ACADIA Conference, Université Laval, Quebec, 1998
Meredith Clausen
Professor

Meredith L. Clausen is a professor in the departments of Art History and Architecture, where she has taught architectural history since 1979, with occasional quarters at Stanford University. She received her M.A. in Gothic architecture and her Ph.D. from the University of California, Berkeley, in modern architecture. Her dissertation was on the Samaritaine, a department store and the first permanent steel building to be built in Paris at the turn of the century. Her research interests have since then expanded beyond Paris 1900, to include aspects of American architecture in the 20th century, particularly post-war developments. Among these are the development of the department store as a building type, the origins of the regional shopping center, the life and work of the Italian-born, American-trained architect Pietro Belluschi and his career, first in the Pacific Northwest and then as Dean of Architecture and Urban Planning at MIT. More recently, her work has focused on Michael Graves and the politics of the Portland Public Service Building commission, and Craig Ellwood and his career as a Case Study House architect in Los Angeles. Her book on the Pan Am Building in New York is currently in press.

She is also currently involved in developing and expanding an online database of copyright-controlled digitized images of cities and buildings drawn from across time and throughout the world as a multi-disciplinary resource for students, faculty, and others in the academic community. (See http://content.lib.washington.edu/cities/index.html.) Since its inception in 1995, the database has grown steadily both in volume and coverage, with a wide range of images from remote regions in Russia, Tibet, Nepal, Indonesia, Burma, Hong Kong, Cairo, and so on, in addition to the customary European and American sites. It is a resource available to anyone free of cost with access to the Web for use in the classroom, student study, or for individual research purposes.


Degrees
Ph.D., M.A.

Teaching Responsibilities

Main Areas of Research, Practice
Paris, architecture and urbanism; NY and the skyscraper (Pan Am Bldg); Pietro Belluschi; department store/shopping center.

Selected Publications & Reports
*The Pan Am Building and the Shattering of the Modernist Dream*, MIT Press, 2004

Selected Academic Experience

Selected Professional Experience
Consulting, Belluschi's, and other 20th c. buildings
Cities/Buildings Database, an archive of digitized images
<http://content.lib.washington.edu/cities/index>
<table>
<thead>
<tr>
<th>Selected Public Service</th>
<th>Paris and Photog, mid-19th c., Lecture, Henry Gallery, Univ of Wash campus Koolhaas and the Library, Seattle Central Library, Seattle</th>
</tr>
</thead>
</table>
Peter Cohan
Assistant Professor

Prof. Cohan teaches graduate and undergraduate studios, as well as an introductory course in environmental control systems. He has twice received the Lionel Pries Prize for excellence in teaching. He also operates a private architectural practice that specializes in single-family residential design.

His research interests focus on the nature of materials, their expressive role in construction, and the practical application of tectonic theory to architecture. He has written a number of papers and articles on this subject in addition to exploring these issues in teaching and practice.

Prof. Cohan also has an abiding interest in Scandinavian architecture. He was awarded a Fulbright Grant to study architecture in Sweden in 1986. He has developed an 8-week travel study seminar to Scandinavia, which was offered for the first time in the summer of 1998.

Prof. Cohan is a registered architect in the state of Washington. He received a B.A. in Art and Philosophy from Augustana College in 1973, an M.F.A. in Printmaking from Northern Illinois University in 1977, and an M.Arch. from the University of Washington in 1984.

Degrees

Teaching Responsibilities
Architecture Design Studio, graduate and undergraduate levels. In the last five years I have taught Arch 304, 305, 400, 500, 501, 502 and 503 architecture design studios. Architecture in Scandinavia. This is an eight-week summer study/travel program that is based in Stockholm and includes field trips around Sweden, Norway, Denmark and Finland. It was most recently offered in 2004 and will be offered again this summer (2007). Thesis Chair/Mentor. I typically carry a full load of independent thesis students, acting as mentor during the proposal stage and chair during the thesis itself.

Main Areas of Research, Practice
I am a practicing architect. As the owner of Peter Cohan, Architect, I am a sole proprietor with focus upon residential architecture. In addition I have written numerous articles and papers pertaining primarily to tectonic theory and practice.

Selected Publications & Reports

Selected Academic Experience
Arch 304, Arch 305, Arch 500, Arch 501, Arch 502: Graduate Arch. Design Studios
Arch 400: Undergraduate Architecture Design Studio
Arch 498/600: Architecture in Scandinavia

Selected Professional Experience
Cedar Park House - a 6000 s.f. residence on a bluff overlooking Lake Washington. The plan results from the creation of three distinct outdoor rooms, each with its own unique orientation and function. The roof shapes are derived by the desire to collect the rainwater from the roof, some of which will be stored for summer irrigation. Projected completion date: January 2008.
L2Q House - an 1800 square foot residence on Beacon Hill. The desire for openness along with a need for privacy has resulted in unusual solutions for spatial transformations in the house. Completed 2006.

Selected Public Service
Numerous studios for non-profit organizations, including projects for the Nordic Maritime Museum, the Friends of Gasworks Park, and the Olympic Area Rowing Club.
Departmental committees, including 14 years on the Graduate Admissions Committee, 12 years on the Thesis Committee and 11 years on the Scholarship Committee.

Awards, Honors & Grants
The Lionel “Spike” Pries Prize, for Excellence in Teaching; 1998.
The Lionel “Spike” Pries Prize, for Excellence in Teaching; 1995.
1997 Wood Design Honor Award; for the Washington Pass Rest Facility; Kelbaugh
Calthorpe Associates.
1995 AIA Honor Award, Seattle Chapter; for the Washington Pass Rest Facility; Kelbaugh
Calthorpe Associates

**Selected Presentations**

“2 Houses,” an exhibit of two recent architecture projects, 208 Gould Hall, University of
Washington, 1 April to 2 June, 2007.
Jennifer Dee
Lecturer

Lecturer Jennifer Dee teaches beginning architectural design studios for graduate and undergraduate students. She also teaches several courses in architectural theory. A winner of the College of Architecture & Urban Planning Lionel "Spike" Pries Teaching Award, she serves as faculty advisor/editor of the Department's architecture journal, Column 5, and has taught in several foreign study programs, including Scandinavia in 1998 and Rome in 1999 and 2001 in an interdisciplinary course with the Comparative History of Ideas Program. She received her Master of Architecture degree from the University of Washington.

Degrees
M.Arch, University of Washington, 1984
Graduate coursework in History, Washington University, St. Louis, MO, 1973-74
B.A., summa cum laude, Hobart and William Smith College

Teaching Responsibilities
Arch 301, 302, 303: Architectural Design Studio
Arch 503-505: Advanced Design Studio
Arch 360, 460, 461, 560: Architectural Theory
Arch 496/CHID 472: Architecture in Rome
Arch 498: Architecture in Scandinavia
Arch 498: Special Topics in Architecture Theory

Main Areas of Research, Scholarship
Architectural theory and history

Selected Publications and Reports

Selected Academic Experience
Column 5, Faculty Advisor, Editor, 1990- present
Interdisciplinary Program: Architecture and Comparative History of Ideas, Rome, Spring 2001

Selected Public Service
Member, Downtown Neighborhood Alliance
Member, Citizens for Alternatives to Westlake
Member, Seattle Community Congress
Consultant, People for Downtown Housing

Department of Architecture Committees
Admissions - Graduate and Undergraduate
Curriculum
Faculty Search
Scholarship
Strategic Planning
Studio Coordinator, First year undergraduate studio
Thesis Awards
Thesis Review
TPMR
Valle Fellowship Program
Victor Steinbrueck Chair Committee

College of Architecture and Urban Planning Committees
Dean's Review of CAUP Program
Walker-Ames Lectureship

Selected Awards and Honors
Phi Beta Kappa
J.M. Potter Prize for Excellence in the Humanities
White House Scholar
Valle Scholarship
Department of Architecture Faculty Frame
College of Architecture & Urban Planning Research Award
Steinbrueck Chair
Gerald Williams Prize
Lionel Priess Teaching Award
Norman "Bud" Aehle and Charlotte A. Aehle Faculty Award
Trina Deines
Associate Dean/Associate Professor

Professor Deines teaches design studio and architectural history, and serves as Associate Dean of the College. In this role she is Director of the UW Rome Center, and she administers the College’s international programs and exchanges. She practiced architecture for ten years in Seattle prior to taking a full-time administrative and teaching position with the University.

Professor Deines’ research and teaching interests focus on Rome, and deal with its history and architecture, particularly the relation of ancient sites to later ideas of building and monument. She has developed new curricula and teaching methods for the two Architecture Appreciation courses taught by the Department to approximately 400 undergraduate students each quarter. She has also significantly revised the Architecture in Rome curriculum and broadened faculty involvement in this program.

Degrees
B.A., M.A. Art History, University of Minnesota
M.Arch. University of Washington

Teaching Responsibilities
Arch 150 – Appreciation of Architecture – introductory lower-division class;
Architecture in Rome program;
Other architecture history lecture classes and seminars, occasionally

Main Areas of Research, Practice
Architecture history, especially Italian/Roman

Selected Publications & Reports
Two articles in Column 5, the UW Dept of Architecture’s journal
Presentations at ACSA annual meetings

Selected Academic Experience
Associate Dean for international programs in CAUP 1988-present
Faculty Director of the UW Rome Center 1994-present
Guest teaching: UBC program in southern Italy and Sicily 2001
Co-teaching with new faculty at UWRome Center: Communications program 2001;
Geography program 2008

Selected Professional Experience
1979 – 83 Architect, the Bumgardner Architects, Seattle
1983-84 Project Manager, Cornerstone Development Company
1985-88 Architect, GGLO Architects
Registered architect in Washington

Selected Public Service
Co-founder and managing editor of Arcade, Northwest Architecture journal, 1981-83

Awards, Honors & Grants
Selected Fellow, NEA Summer Seminar for College Teachers, 1993
Curriculum Transformation Grant, UW 1995
Dean’s Faculty Development Grant 1998

Selected Papers & Presentations
Many presentations about urban history of Rome to both UW programs in Rome as well as other programs in Rome and non-Architecture classes here at UW.
Some lectures at public schools as a volunteer for University Lecturers Service
Carrie Sturts Dossick, Ph.D., P.E.
Adjunct Assistant Professor, Assistant Professor, Department of Construction Management

Degrees

Teaching
CM313 and ARCH 332 Construction Materials and Methods I
CM421 Project Management I
CM589 Emerging Information Technology for Project Management

Main Areas of Research, Practice
Dr. Dossick's main research interests include emerging technologies and building information modeling (BIM). Current projects include researching performance of new exterior cladding systems, the use of locationing, sensors, visualization and augmented reality to enhance construction engineering, construction management processes and AEC education.

Selected Publications & Reports

Selected Academic Experience
1998 – 2000: Team member, Construction Industry Institute, Three-Dimensional Models (3D models) and the Fully Integrated and Automated Project Process (FIAPP), (CII Team 152)

Selected Professional Experience
July 2005 – present: Consulting Engineer, Exponent Failure Analysis Associates

Selected Public Service
2005: Organized Student Volunteers for Habitat for Humanity
2005 - 2006: NAWIC membership
2005: Built It, Seattle Science Center, event for elementary school kids
2005 - 2006: University of Washington Liaison, American Society of Civil Engineers (ASCE) Younger Member Forum, Seattle, Washington: University Advisory Committee member, Seattle Aquarium Site Visit, Popsicle Stick Bridge Contest, Holy Names Academy Career Day
2006: Faculty Coach, ABC Student Competition, Skanska Student Competition
2006: Department of Construction Management, Hall of Fame Banquet Committee
2005: ACE Mentoring Career Night

Awards, Honors & Grants
2008: Excellence in Service to the Department, Faculty Excellence Award, Department of Construction Management College of Architecture and Urban Planning, University of Washington, Seattle, Washington.
2003: Registered Professional Engineer, California (Civil) #C65068
2003: Excellence Award, Exponent Failure Analysis Associates, Menlo Park, CA
2002: Excellence Award, Exponent Failure Analysis Associates, Menlo Park, CA

Selected Papers & Presentations
2005: 4D Scheduling, Professional Development Seminar, Society of American Military
Engineers, Bremerton, Washington
2005: Construction Delay Claims in California, Lorman Seminar, San Jose, California
2005: A Primer on Scheduling, Guest Lecture, San Jose State, San Jose, California
Jerry V. Finrow, FAIA
Professor

Jerry V. Finrow, FAIA, was Dean of the College of Architecture and Urban Planning from 1995-2000, and he is the past President of the Association of Collegiate Schools of Architecture (ACSA). He is a Professor of Architecture whose specialization is in the area of the history, theory, and design of housing with an emphasis on contemporary European urban housing development.

He currently serves as Chair of the Seattle Planning Commission.

Degrees
M. Arch., university of California at Berkeley, 1968
B. Arch. University of Washington/Seattle, 1964

Teaching Responsibilities
Arch 599, Independent Thesis Preparation
Arch 700, Independent Thesis
Arch 600, Independent Study/Research

Main Areas of Research, Practice
History Theory and Practice of Housing
Contemporary European Housing
Swedish Factory Crafted Housing Industry
Urban Policy and Planning with emphasis on housing policy

Selected Publications & Reports
Numerous articles in journal and conference proceedings related to housing design and history including architectural computing for robotic housing design systems.

Selected Academic Experience
Dean Emeritus and Professor of Architecture, University of Washington, 1995-present
Dean and Professor of Architecture, University of Oregon 1968-1995
Visiting Professor, Helsinki University of Technology, Otaniemi, Finland, 1974-5
Visiting Professor of Architecture, University of Texas at Austin, 1975
Misc. visiting critic appointments at University of California at Berkeley, USC, North Carolina State University, Washington State University, University of Idaho and University of Michigan

Selected Professional Experience
Licensed architect in Oregon since 1976, practice with Threshold Group and sole practitioner practice. Practice focused on housing including single family residential projects, publicly financed low income housing, speculative housing developments of 20 or more units and some small public buildings including senior and community center projects.

Selected Public Service
Seattle Planning Commission, 2004-present (Chair in 2007)
Chair, University of Washington Board of Deans, 2000
President, Association of Collegiate Schools of Architecture, 1999-2000
Member, ACSA research council
President, Southwest Oregon Chapter AIA

Awards, Honors & Grants
Design Award, Ebey’s Landing National Historic Preserve, 2004
Elected to Fellowship Status, American Institute of Architects, 1998
USDOE, grant for field study on Swedish Industrialized Housing, U of O, 1992
South West Oregon AIA Design Award, 1988, 1990
Progressive Architecture Design Award, 1967

Selected Papers & Presentations
Numerous public presentations on a variety of subjects most recently related to urban planning and design and on affordable housing.
Daniel S. Friedman
Dean and Professor, College of Architecture and Urban Planning

Daniel Friedman is dean of the College of Architecture and Urban Planning at the University of Washington. Prior to joining CAUP, he served as director of the School of Architecture at the University of Illinois at Chicago, and director of the School of Architecture and Interior Design at the University of Cincinnati, where he taught from 1990 to 2002.


Friedman's professional activities include service as program chair for the 2005 AIA national convention. He is past chair of the AIA Educators and Practitioners Steering Committee, past AIA Ohio secretary, past president of AIA Cincinnati, and a past director of AIA Chicago. He is a former member of the JAE editorial board and he has served on five NAAB visiting teams. He is member of the AIA College of Fellows jury (2006–2008) and chaired the jury for the 2007 Latrobe Prize, which biennially awards $100,000 in support of research to advance architectural practice. Currently Friedman serves as co-chair of the 2007 Cranbrook Teachers Seminar, "Integrated Practice and the Twenty-first Century Curriculum."

Friedman holds degrees from the Universities of Wisconsin and Pennsylvania, where he completed his Ph.D. in architectural theory. He is an NCARB-certified architect registered in the states of New York, Ohio, and Illinois. He was elected to the AIA College of Fellows in 2001.

Degrees

- Ph.D. University of Pennsylvania (1999), Graduate School of Fine Arts
  Dissertation: The Sun on Trial: Kahn’s Gnostic Garden at Salk
- M.Sc. University of Pennsylvania (1993), Architectural Theory, Graduate School of Fine Arts
  Thesis: Community Design and Redevelopment Guidelines for the Park East Freeway Corridor, Milwaukee
- Paris Colloquium (Summer 1980), Cité Universitaire, University of Pennsylvania
- B.A. Rockford College (1973), English & Art, Rockford, Illinois

Main Areas of Research, Practice

History, Theory and Design. Professional Practice

Selected Publications & Reports

  - "Campus Design as Critical Practice: Notes on UC’s New Master Plan." In Places 17:1 (Spring 2005).
Selected Academic Experience

Dean College of Architecture and Urban Planning 06.06–present University of Washington
Professor (tenured) 06.06–present
Director School of Architecture 01.03–05.06, College of Architecture and the Arts, University of Illinois at Chicago
Professor (tenured) 01.03–05.06
Director School of Architecture and Interior Design (SAID), 09.00–12.02 College of Design, Architecture, Art, and Planning (DAAP), University of Cincinnati
Asst. Professor SAID, DAAP, 09.98–08.00 University of Cincinnati
Professor SAID, DAAP, 09.02–12.02 University of Cincinnati
Assoc. Professor SAID, DAAP (with tenure), 09.94–08.02 University of Cincinnati
Director Center for the Study of Practice (CSP), 09.94–09.98 SAID, DAAP, University of Cincinnati
Editor Practices Magazine, 06.94–09.00 CSP, SAID, University of Cincinnati
Co-editor, 6.92–6.94; associate editor, 1.91–6.92
Asst. Professor SAID, DAAP, 09.90–09.94 University of Cincinnati
Assoc. Director Center for Environmental Design and Planning, 01.89–08.90 Graduate School of Fine Arts
University of Pennsylvania, Teaching Fellow Department of Architecture, 09.88–05.89 Graduate School of Fine Arts
University of Pennsylvania
Asst. Professor Department of Design Studies, 09.83–05.87 School of Architecture and Environmental Design, University at Buffalo–SUNY

Selected Professional Experience

Professional registration: Illinois 018673; Ohio 10363; New York 020347; NCARB 41231

2005 Consulting partner, way finding systems, Studio/lab, for Kruek & Sexton Architects, Spertus Institute headquarters building, Chicago.
Studio and house addition, 636 N. Grove, Oak Park, with Kiel Moe and Ann Marie Borys (project)
2000 Martin Luther King Jr. National Memorial Project design competition, 4 acre site between the Lincoln and Jefferson Memorials, adjacent to the Tidal Basin, in Washington, D.C., with Trent Tesch, 04.00
1999 Our Lady of Guadeloupe design competition, 18,000 SF church complex, Milford, Indiana, with Trent Tesch,
Memorial stone, Catholic cemetery, Truro, MA ($7K, completed 09.99)
1997 "Booth/Sukkah" (a thanksgiving shelter), 84 SF, Skirball Museum, Hebrew Union College, Cincinnati, with Kiel Moe and Diane Fishbein ($3K, completed 10.97; reprised at DAAP, 01.98)
1994 Gorman Heritage Farm Education Building, 4000 SF, Cincinnati Nature Center, Evendale, OH ($600K, project),
Borys Friedman Architects, with Tom Bible and Ann Marie Borys (project)
1993 X-Wall, exhibition installation, 121 SF, "The Architect's Dream: Houses for the Next Millennium," Contemporary Arts Center, Cincinnati, with Anton Harfmann ($2.5K, completed 11.94)
1987 Phillips Residence, 500 SF, additions and alterations, Buffalo ($65K, completed 08.87), with Mark Ernst, AIA
1986 Ellicott Houses, 170-unit low-income public housing project, re-cladding and energy retrofit, Buffalo ($1.9M, completed

Selected Public Service

2007 Chair, Architectural Commission, University of Washington, 07.06–present
Summer Practice Institute, Bloomfield Hills, 06.07
Chair, Latrobe Prize jury, American Institute of Architects College of Fellows [$100,000 biennial award in support of an
exemplary program of architectural research]
2006 Moderator, AIA Seattle Design Awards program, 10.06
2005 Member, Chicago Design Initiative, professional advisory group to the City of
Chicago Commissioner of Planning and
Development
Member, AIA College of Fellows Jury, 2006–2008
Member, AIA Integrated Practice Strategy Work Group
Member, AIA Board Knowledge Committee
Program Chair, 2005 Convention (Las Vegas), American Institute of Architects, 09.03–
05.05 [4 days; 24,000 registrants;
3 plenary events featuring 6 speakers and a specially commissioned $250K documentary
video; 150 continuing
education sessions]
2004 Juror, Alabama Council of the AIA, annual design awards, 12.04
Guest participant, 2005 AIA Strategic Planning Retreat, Airlie, VA 07.04
Juror, City Crossing Winnipeg International Design Competition, a public/private
partnership for the redevelopment of a
four-block central downtown intersection and its adjacent areas, Winnipeg, Manitoba,
04.04
Invited participant, AIA Knowledge Agenda Summit, University of Texas, Austin, TX 04.04
Story concept and development consultant, “Community,” 30-minute feature video
documentary, AIA, 03.04–04.05
(premiered at the 2005 AIA Convention in Las Vegas, 05.19.05)
Juror, Alabama Council of the AIA annual design awards, 12.04
Member/observer, NAAB Accreditation Visiting Team, Department of Architecture, School
of Design, University of
Pennsylvania, Philadelphia, 03.04
Juror, Annual Building Team Project Awards, Building Design and Construction Magazine,
03.04
IL, 02.04
Member, Architect/Engineer Selection Committee, South Campus Mixed Use
Development Project, Office for Capital
Programs, University of Illinois at Chicago, 07.03; University Master Plan consultant,
11.04–01.05
Member, Board of Directors, AIA Chicago, 01.04–present
Chair, Design Review Committee, University of Illinois at Chicago, 01.03–present
2003 Juror, 21st Century Lakefront Park Competition, Graham Foundation for Advanced
Studies in the Fine Arts, 12.03
Juror, Chicago Prize design competition, Chicago Architectural Club, 06.03
2002 Secretary, AIA Ohio Board of Directors (00–02); member, representing AIA
Cincinnati (99–01)

Awards, Honors &
Grants
2006 “2007 Architecture Educators of the Year,” in Design Intelligence: America’s Best
Architecture and Design Schools
2007 (November 2006): p. 35 [one of seven national educators selected based on a
Design Futures Council poll of professional practice leaders].
2005 Grant ($50,000), Mayor’s Institute on City Design, for Big Picture: Designing Better
Ways to Get There, an MICD regional workshop exploring the architecture of
transportation infrastructure, School of Architecture, University of Illinois at Chicago, in
conjunction with the Chicago Architecture Foundation
2004 “Honor Roll: 30 leaders Who Bridge Practice, Education,” in Design Intelligence 10
Based on a survey of leading practitioners from throughout the United States “to
discover the most respected educators who are notable in bridging the practice of
architecture with higher education.”
Grant ($35,000), American Institute of Architects, for University Research Pilot Project, a
publication featuring ten practice-oriented research case studies from leading schools
of architecture, School of Architecture, University of Illinois at Chicago (published
3.05)
Grant ($16,000), Graham Foundation for Advanced Studies in the Fine Arts, for a/X, a new
bi-annual journal of criticism and commentary, School of Architecture, University of
Illinois at Chicago
Grant ($10,000), Graham Foundation for Advanced Studies in the Fine Arts, for Big
Picture: Designing Better Ways to Get There, to support a publication exploring transportation infrastructure in the Chicago region, UIC School of Architecture

2001 Elected to the College of Fellows, American Institute of Architects

1999 Honor Award for Excellence in Architectural Design (Architectural Advancement), AIA Cincinnati, for Practices 5.6

1995 Professor of the Year, DAAP, UC [awarded by the dean on the basis of independent student nominations]

1993 Grant ($10,000), Graham Foundation for Advanced Studies in the Fine Arts, for "Practice in the Postmodern Ethos: Three Round Tables," with G. Simmons, CSP, University of Cincinnati

Grant ($5,000), Graham Foundation for Advanced Studies in the Fine Arts, for "Plumbing: Essays on Architecture and Modernity" with N. Lahiji

1991 Professional Development Award, AIA Ohio Foundation

1989 Citation for Conceptual Design Merit (22 awards/980 submissions), National Peace Garden, with A. M. Borys, national landscape design competition, Washington, D.C.; exhibited at the National Building Museum

1987 Finalist (10 awards/200 submissions), Mission Hill Artists' Live/Work Space, with A. Harffmann, national low-income housing design competition, Boston; exhibited at First Boston Bank

Selected Papers & Presentations

2007

"Emerging Issues in the Built Environment," UW Founders' Weekend, Alderbrook, Union, WA, 07.07

"Architectural Practice On the Verge," AIA IDP Coordinators Conference, Chicago, 03.07

"Architectural Practice On the Verge," Integrated Practice and Architectural Education Symposium, Birmingham, 03.07

2005

"Integrated Practice and Professional Education," AIA Large Firm Round Table Dean’s Forum, Minneapolis, 10.05

Panelist, "Design and Ethics: A Rethinking for a Remaking," Archeworks, Chicago, 10.05

Moderator, screening of My Architect [a film by Nathaniel Kahn], Arts Club of Chicago, 06.05

Moderator, "Building Information Management and the Transformation of Practice" (plenary session), 2005 AIA Convention, Las Vegas, 05.05

2004

Panelist, "Chicago Architects: Ten Visions," Art Institute of Chicago, 12.04

Keynote speaker, "In Any Case: Ten Questions for the Large Firm Round Table," annual all-firm retreat, OWP/P Architects, Chicago, 11.04

Moderator, "Remembering Louis Kahn," Chicago Humanities Festival, with Nathaniel Kahn, David Brownlee, Kathleen James-Chakraborty, and Dan Hoffman, Museum of Contemporary Art, 11.04

Panelist, AIA Knowledge Assembly, Savannah, 09.04

Keynote speaker, "Knowledge Management," AIA Board of Directors meeting, Banff, Canada, 09.04

Keynote speaker, "In Any Case: Ten Questions for the Large Firm Round Table," ACSA/AIA Cranbrook Teachers Seminar, "Case Studies in Architecture" Bloomfield Hills, MI, 07.04

Lecture, "Kahn Burning," Archeworks, Chicago, 02.04

2002

Panelist, "Alternatives in Architectural Education," ACSA Administrators Meeting, San Diego, 11.02

Moderator, "The Architecture of Engagement," ACSA/AIA Cranbrook Teachers Seminar, Bloomfield Hills, MI, 06.02
Steven M. Goldblatt, JD
Adjunct Associate Professor, Associate Professor Department of Construction Management

Steve Goldblatt is associate professor and former chairman (1982-91) of the Department of Construction Management and former associate dean (1995-6) of the College of Architecture and Urban Planning at UW. His teaching and research focus on design and construction law, with a secondary emphasis on construction labor law and policy. He holds adjunct appointments in the departments of Architecture and Civil and Environment Engineering and serves as an advisor to the University’s Executive Vice President, Capital Projects Office, and Attorney General’s Division. Previously, he was a faculty member at Purdue University following nine years’ experience in California as an engineer, attorney, and consultant.

Steve served as president of the Associated Schools of Construction (1898-90) after six years as founding editor of ASC’s Construction Education Chronicle. He also helped form ASC’s contracts and law special interest group and the Association of Collegiate Schools of Architecture’s law and practice group.


Steve is a member of Sound Transit’s citizen oversight panel (and its first chair, 1997-99) and Central Link project review committee, the American Arbitration Association and its panel of construction mediators and arbitrators, the American Bar Association and its Construction Industry Forum and Section of Public Contract Law, the State Bar of California, the Washington State Bar Association’s Public Procurement and Private Construction Section (as an affiliate), the National Association of College and University Attorneys, the American Institute of Architects (as an associate), the Pacific Northwest Economic Region’s government procurement working group (as private sector co-chair), The Dispute Review Board Foundation, and Temple De Hirsch Sinai and its board of trustees.

For the Faculty Senate Steve has served on the Campus Master Plan Advisory Committee (1998-), Executive Committee (1984-88, 89-91, 94-98), Advisory Committee on Faculty Code and Regulation (1995-), Special Committee on Legislative Matters (1983-98), Committee on Planning and Budgeting (1984-86), and Special Committee on Faculty Women (1983-85); chaired the Councils on University Relations (1996-98), Student Affairs (1989-91), and University Facilities and Services (1987-88), and the Faulty Appeal Board (1988-89); and served as Faculty Legislative Representative (1985-86) and Deputy (1985-85) in Olympia.

As the Washington State Public Policy Fellow (Summer 1990), Steve reported to the state legislature on how various state agencies procure design and construction services. He served as a contributing author to the state’s 1992 general conditions for public works and 1994 alternative public works contracting procedures law, and was an unsuccessful candidate for the legislature in 1994. He has mediated and arbitrated many Northwest construction disputes and has served on many dispute review boards in Washington, including the Seattle Mariners’ Safeco Field (as chair), Harborview’s Additions and Renovation Project (as chair), the Spokane Arena, and WSU’s Engineering Teaching/Research Lab. He holds a BSEE degree from the University of California, Berkeley (1971), and a JD degree from Golden Gate University School of Law, San Francisco (1977).

Degrees
JD, Golden Gate University School of Law, San Francisco, 1977.
BSEE, University of California, Berkeley, 1971.

Teaching Responsibilities
ARCH 574/CM 500 Law for Architects and Engineers.
CM 312 Construction Accounting.
CM 423 Construction Law. CM 433 Construction Labor Relations.
CEE 593. Construction Labor Law and Policy.

Main Areas of Scholarship
Design and construction law, focusing on Washington State public works procurement law and policy.
Selected Publications

Editor, 1991 Wiley Construction Law Update.
Editor, 1989-90 supplements to Wiley Law’s Construction Industry Forms.

Academic Experience

Assoc. Professor, UW Dept. of Construction Management, 1982-present; tenured 1984; Chairman, 1982-91.
Adjunct Assoc. Prof., UW Dept. of Architecture, 1984-present; Dept. of Civil Engineering, 1985-present.
Asst. Professor, Purdue Univ. Dept. of Building Construction and Contracting, 1980-82.

Selected University Service

Member, Faculty Senate Executive Comm., 1984-88, 89-91, 94-98.
Elected member, Advisory Committee on Faculty Code and Regulations, 95-present.
Elected member, Faculty Senate, 1986-88, 93-present. Chair, Faculty Council on University Relations, 1996-98.
Chair, Faculty Council on Univ. Facilities and Services, 1987-88; member 1983-88.
Faculty Legislative Representative, 1985-86; Deputy 1984-85. Chair, Faculty Council on Student Affairs, 1989-91.
Chair, Faculty Appeal Bd., 1988-89. Chair, Professional Sports Career Counseling Panel, 1985-89.

Selected Professional Experience

Co-founder, ACSA Law and Practice Group.
Charter member, Disputes Review Bd. Foundation.
Member, AAA panel of arbitrators, mediators.
Member, ABA Forum on the Construction Industry, Section of Public Contract Law.
Member, Pacific NW Economic Region Gov’t Procurement Group.
Wash. State Public Policy Fellow, Summer 1990.
Asst. Manager and Regional Counsel, Western Caissons Inc., CA, Engineer, Pacific Gas and Electric Co., CA, 1974-78.

Selected Public Service

Member, Univ. Community Urban Center Planning Comm., 1996-.
Member, Temple De Hirsch Sinai Finance, Facilities Comms., 1995-.
Vice Chair, Seattle Center Disney Study Advisory Group, 1987-88.

Selected Papers and Presentations

Dean Heerwagen  
Associate Professor

Professor Heerwagen teaches courses on passive and active environmental controls. These classes describe the means for controlling heat, light, and sound/noise in buildings using architectural features as well as various service systems.

His research has concentrated on studies of the thermal performance of buildings, including the use of computer simulations and doing measurements of full-scale built spaces. In recent years he has also conducted research on classroom acoustics, in which he has been seeking means to improve speech intelligibility in existing classrooms. Both of these research activities have been undertaken in collaboration with colleagues in scientific and engineering departments elsewhere at the UW.

Professor Heerwagen has recently published a textbook, Passive and Active Environmental Controls: Informing the Schematic Designing of Buildings (New York: The McGraw-Hill Companies, 2004). This textbook serves as the principal reading material for the courses, Architecture 431 and 433. He is presently writing, with Judith H. Heerwagen, Ph.D., a new text with the proposed title, Workplace Ecology: Theory, Practice, and Design Guidelines. This new text will describe work that Dr. Heerwagen does as a consulting environmental psychologist specializing on green building design practices.

Professor Heerwagen received his undergraduate degree in engineering from Cornell University and graduate degrees in engineering and architecture from the Massachusetts Institute of Technology.

Degrees
- Phillips Academy, Andover, MA; Diploma, June 1960
- Cornell Univ., Ithaca, NY; Bachelor of Metallurgical Engineering, 6/65
- MIT, Cambridge, MA; Master of Science, 1/67
- MIT, Cambridge, MA; Master of Architecture, 6/71

Teaching Responsibilities
- Arch 431 -- Environmental Controls Principles
- Arch 433 -- Active Control Systems for Building Operation
- Arch 530 -- Integrated Building Systems (co-taught with David Miller)
- Arch 532 -- Green Technology
- Arch 498 -- Elements of Sustainability
- Arch 598 -- Environmental Health and Sustainability

Main Areas of Research, Practice
Environmental controls, sustainable design and technology

Selected Publications & Reports

Book

Monograph
Observing air flow in buildings (prepared for the Vital Signs Project, University of California, Berkeley, 3/96, 110 pg

Contributor to: six reports prepared for the Washington State Energy Office (as a member of eight-faculty and several-graduate-student team from the Departments of Architecture, Building Construction, and Mechanical Engineering, University of Washington): -- As an example: Summary Report for “Dynamic Response of Building Components in Residential Homes, 8/69.

Selected Academic Experience
- 1971-73 Assistant Professor, Dept. of Architecture, Cornell Univ.
- 1975- Acting Assoc. Prof to Assoc. Prof., Dept of Architecture, Univ. of Washington

Selected Professional Experience
- 1996Visiting Scientist, Battelle Memorial Institute, Seattle-Human Affairs Research Center
- 1979-80 Consultant for energy use, policies, & conservation, Communication Design, Seattle, WA (a social science consulting organization)
- 1974Engineering staff, Francis J. Linehan, Jr., & Assoc., Consulting Engineers, Boston, MA

Awards, Honors & Grants
“Testing the renovated Architecture Hall” (prin. invest.); funding from the UW Student Tech Fee, $53,167, 7/05–6/07.
*Developing architectural design guidelines for improving speech intelligibility in K-12
classrooms" (principal investigator; with UW-private industry team); funding from the UW Royalty Research Fund, $34,735, 7/96 -- 6/97.
"Dynamic Response of Building Components in Residential Buildings: A Study of Current & Proposed Conservation Standards" (member of an eight-person faculty team); funding from the Washington State Legislature, $1,473,000, 3/86 -- 4/89.
"Request for Purchase of Research Equipment to Measure Solar, Luminous, and Longwave Radiation" (with A.F. Emery & C.J. Kippenhan, Department of Mechanical Engineering); funding from the National Science Foundation, $30,000, 8/85 -- 6/87
"Incorporation of Energy Conservation Principles into the Design of State Buildings" (member of an eight-person faculty team); funding from the Washington State Legislature, $683,000, 7/76 -- 9/79

Selected Papers & Presentations
Approximately 60 conference and journal papers
Nicole Huber
Assistant Professor

Nicole Huber, Dipl.-Ing., is an Assistant Professor in the Department of Architecture at the University of Washington, where she teaches in the areas of architectural and urban theory, representation, and design.

Degrees
Dipl.-Ing. (equiv. to M. Arch.), Technische Universität Darmstadt, Germany, 1984-1991
Dr. des., Summa Cum Laude, History and theory of Architecture
Bauhaus University Weimar, Germany

Teaching Responsibilities
Graduate and undergraduate history and theory seminars
Arch 561, Urban Design Theory
Arch 462, Spatial Composition
Arch 500-504, Graduate design studios in architecture and urban design

Main Areas of Research, Practice
Urban Design Theory 1950-present
Architectural History and Theory, Germany 1880-1920

Selected Publications & Reports
Sites of Transition: Urbanizing the Mojave Desert, Jovis Verlag Berlin, 2007, catalogue, forthcoming co-authored w/Ralph Stern

Center or Nexus: Berlin's New Politics of Belonging (article), in: Journal of Urban History (Special Issue, Fall 2005): 82-103

Selected Academic Experience
2003/4 Visiting Research Fellow, M.I.T., History, Theory and Criticism Program of Art, Architecture and urban Form, Cambridge, MA
2001-04 Professor/Co-Director of the Program for Urban Processes (Gastprofessor), Department of Design, University of the Arts, Berlin, Germany
1996-2001 Assist. Professor in Architecture and Urban Design (BAT IIA), Dept. of Design, University of the Arts, Berlin

Selected Professional Experience
1999-2002 Tassili Architekten (Berlin: Founding Partner)
Design of a courtyard – Citation of the City of Karlsruhe Ateliere and Exhibition Building, Maisonette Apartment
Algerian Pavilion Competition, World exhibition Lisbon – 1. Prize
State University Remagen Competition – Citation
Kommarkt Bautzen Competition - Citation

Selected Papers & Presentations
2008 Phoenix Urban Research Laboratory, College of Design, Arizona State Univ.
2007 German Architectural Center Berlin (Deutsches Architektur Zentrum)
2007 Migrating Visions: "The Image of the City" and the Filmic Imaginary, 37th Annual Meeting of the Urban Affairs Association, April 25-28, Seattle, WA
2006 Driving Visions: Road Movies and the Construction of the Urban Landscape (1960-64): 8th International Conference of the European Association of Urban Historians (EAUH), Stockholm
2005 Fashioning the Urban Body: From the Dynamic to the Symphony of the Metropolis Conference: “Visualizing the City,” Centre for Screen Studies, U. of Manchester, UK
Exhibits: Sites of Transition: Urbanizing the Mojave Desert (W/R. Stern)
Jeffrey Hou
Adjunct Assistant Professor of Architecture, Assistant Professor of Landscape Architecture

Jeff Hou is Assistant Professor of Landscape Architecture and Adjunct Assistant Professor of Architecture at the University of Washington where he teaches urban design, community design, and design activism.

Professor Hou’s research and practice span the fields of architecture, landscape architecture, planning, and public art, as well as locations across the Pacific. His current research and practice focus on micro-urbanism and involvement of marginalized communities in planning and design. His work has focused on Seattle’s International District and local communities in Taiwan and Japan. His articles on community design practice and cross-cultural design education have been published in the Journal of Architectural Education, Landscape Journal, City and Time, Open House International and the forthcoming issues of Journal of Planning Education and Research and Journal of Architectural and Planning Research. He is a co-editor of (Re)-constructing Communities: Design Participation in the Face of Change (2005), conference proceedings from the 5th Conference of Participatory Community Design in the Pacific Rim.

Jeff Hou received his B. Arch from Cooper Union (1990), MLA from University of Pennsylvania (1993), and M. Arch (1994) and PhD (2001) from University of California, Berkeley.

Degrees
Ph.D.

Teaching Responsibilities
ARCH 591 Architecture in the Landscape, M. Arch Thesis advising

Main Areas of Research, Practice
Urban design, community design, design activism, participatory design and planning in marginalized communities

Selected Publications & Reports


Selected Academic Experience
Assistant Professor of Landscape Architecture, University of Washington, 2001-present
Adjunct Assistant Professor of Architecture, University of Washington, 2004-present

Selected Professional Experience
*Project Manager & Co-founder of I-Lan Office*. Building and Planning Research Foundation, National Taiwan University. 1994-1996


Selected Public Service
International District Housing Alliance, Seattle. *Board member*. 2006-present.


Awards, Honors & Grants

Landscape Architecture Foundation. Grant for a book project titled “Urban Community Gardens: Place Making for Healthy, Active and Sustainable Living.” Principal investigators: Jeffrey Hou, Julie Johnson and Laura Lawson. 2005


Selected Papers & Presentations

Louisa Iarocci
Assistant Professor

Louisa Iarocci, Ph.D., is an Assistant Professor in the Department of Architecture at the University of Washington, where she teaches in the areas of architectural history, theory and design.

Professor Iarocci is a licensed architect and worked in architectural firms in Toronto, New York, St. Louis and Boston after receiving her professional architectural degree at the School of Architecture at the University of Waterloo in Canada. She completed a Masters in Arts and Science (1994) and a Masters in Liberal Arts (1992) at Washington University in St. Louis. She received her Ph.D. in the history of art and architecture from Boston University (2003), her thesis dealing with issues of spatial theory, representation and consumerism in the development of the department store in the United States.

Before joining the faculty at UW, Professor Iarocci taught art and architectural history at Western Washington University, University of British Columbia, Harvard University and Boston University. She has also served as a thesis advisor at the Boston Architectural Center.

Iarocci has presented her current research at numerous conferences including the Annual Meetings of the Society of Architectural Historians and the College Art Association. She is currently developing a book manuscript related to her research on department stores and her entry related to this work was just recently published in The Encyclopedia of New England published by Yale University Press (2005).

Degrees
Ph.D., Boston University (2003)
AM (Art History), Washington University in St. Louis (1994)
MLA, Washington University in St. Louis (1992)
BARCH, University of Waterloo, Canada (1983)
BES, University of Waterloo, Canada (1981)

Teaching Responsibilities
Architectural History, Design Studio, Architectural Theory

Main Areas of Research, Practice

Selected Publications & Reports

Selected Academic Experience
2005-Present, Assistant Professor, Department of Architecture, University of Washington, Seattle, WA
2003-2004, Lecturer, Department of Art, Western Washington University, Bellingham, WA
2002-2003, Instructor, Department of Art History, University of British Columbia, Vancouver
2001, Instructor, Summer School, Harvard University, Cambridge, MA
2000, Instructor Department of Art and Music, Simmons College, Boston

Selected Professional Experience
1991-1993, Project Architect, Wischmeyer Architects, St. Louis, MO
1989-1990, Project Architect, Kennedy Associates Architects, St. Louis, MO
1987-1989, Architect, Ittner and Bowersox Architects, St. Louis, MO
1983-1985, Architect, Maragna and Associates, Toronto, ON

Selected Public Service
Chair, Financial Scholarships Committee, Department of Architecture, University of Washington, 2007

Awards, Honors & Grants
2005, Bud and Charlotte Aehle Faculty Award, University of Washington
2002, Henry Luce Foundation American Art Dissertation Award
2001, GRS Graduate Scholarship, Boston University
SELECTED PAPERS & PRESENTATIONS


Mehlika Inanici
Assistant Professor

Mehlika Inanici is an Assistant Professor of Architecture at the University of Washington, where she teaches in the areas of computational and building performance.

Professor Inanici received B.Arch (1993) and Master of Science in Building Science (1995) degrees from METU (Ankara, Turkey). She has Master of Science in Architecture (2001) and Ph.D. (2004) degrees from the University of Michigan. In her dissertation studies, she developed the Virtual Lighting Laboratory, a computation tool and methodology that transforms how physically based digital images are used in lighting analysis and design.

Before assuming her current position in the fall of 2005, Dr. Inanici worked at Lawrence Berkeley National Laboratory (LBNL) as a postdoctoral fellow. She developed the Lighting Measurement, Simulation, and Analysis Toolbox. She has formulated the calibration and validation procedures to adapt High Dynamic Range photography as a luminance measurement technique and received the LBNL Outstanding Performance Award for this study.

Professor Inanici is currently working on developing and demonstrating new qualitative and quantitative lighting analysis techniques that are based on per-pixel data extracted from computer-generated and digitally captured images. She has published and presented her research in international journals and conferences. She is a member of Illuminating Engineering Society of North America (IESNA), International Building Performance Simulation Association (IBPSA) and Association of Computer Aided Design in Architecture (ACADIA).

Degrees
- Ph.D. in Architecture, University of Michigan, 2004
- M.Sc. in Architecture, University of Michigan, 2001
- M.Sc. in Building Science, METU, Turkey, 1995
- B.Arch, METU, Turkey, 1993

Teaching Responsibilities
- Arch 598C Computational Lighting Design
- Arch 588 Research Practice
- Arch 598D Advance Rendering
- Arch 498L Simulation-based Design
- Arch 380 Introduction to Computers in Architecture

Main Areas of Research, Practice
- Building Performance Simulation, Architectural Lighting, Physically based Rendering, Design Computing

Selected Publications & Reports

Selected Academic Experience
- Assistant Professor (Sep 2005 – present), University of Washington
- Research / Teaching Assistant (1994 -1998), METU, Department of Architecture, Turkey.

Selected Professional Experience
**Selected Public Service**

- Member: ACADIA - Association of Computer Aided Design in Architecture, 2005 -
- Member: IBPSA - International Building Performance Simulation Association, 2002 -
- Member: IESNA - Illuminating Engineering Society of North America, 1998 –

**Awards, Honors & Grants**

- Gerald William Faculty Prize, University of Washington, Department of Architecture, 2006.
- Outstanding Performance Award, Lawrence Berkeley National Laboratory, 2005.
- Distinguished Dissertation Award, Taubman College of Architecture and Urban Planning, University of Michigan.

**Selected Papers & Presentations**

- “Per-pixel Data Acquisition with High Dynamic Range Photography” Proceedings of International Commission on Illumination (CIE) 2005 Mid-Conference.
Brian Johnson
Associate Professor

Professor Johnson’s teaching focuses on computer literacy for designer, two-dimensional CAD, three-dimensional modeling, rendering, animation, and design for the world-wide web. He also teaches three-dimensional modeling as part of the undergraduate design studio. He received his B.S. in Physics and Mathematics, summa cum laude, from the University of Puget Sound, and his Master of Architecture from the University of Washington.

Johnson has taught, developed software and conducted research in design computing in architecture since the early-1980s. While a Lecturer in the Department, he administered College computing and spearheaded several projects to bring additional computing resources to the College. He has led the Department and the College on the web through demonstration web projects, software development, and course offerings. His recent work focuses on Internet tools for collaboration.

Professor Johnson has been active in developing the field of design computing. He is currently past-President of the Association for Computer Aided Design in Architecture (ACADIA), the national professional association in architectural design computing. He has also served the organization as president, webmaster, conference site coordinator, and steering committee member. In 1999, as part of his ACADIA responsibilities, Johnson helped to organize the first international web-based design competition titled “Library for the Information Age,” As competition webmaster he developed the on-line evaluation system for the competition, which attracted over 650 participants and was judged by a distinguished panel of well-known architects.

Degrees
- M.Arch., University of Washington, 1981
- B.S. Physics & Mathematics (summa cum laude), University of Puget Sound, 1977

Teaching Responsibilities
- Arch 481: 3D Modeling and Rendering
- Arch 482: Web Weaving
- Arch 485: Digital Craft Workshop
- Arch 486: Computer Graphics Programming for Design
- Arch 484: Design Computing Seminar
- Arch 587: Design Computing Theory
- Arch 597: Research Practicum

Main Areas of Research, Practice
- Design Computing
- Computer Graphics
- Pedagogy
- Collaboration & coordination technologies for small scale work groups.
- Web-based applications

Selected Publications & Reports
- Invited paper: "Surfing the Tide of Change" ACADIA 2006 Conference, Louisville, KY.
- Invited paper: "Whither ACADIA? (reflections on the role of ACADIA and digital media)", ACADIA 2001 Conference

Selected Academic Experience
- Director, Design Machine Group (2004-present)
- Graduate Program Advisor, MS in Architecture stream in Design Computing (2004-present)
- Associate Professor: University of Washington (2002-present)
- Assistant Professor: University of Washington (1998-2002)

Selected Public Service
- ACADIA: Association for Computer Aided Design in Architecture
- Webmaster (2004 – present)
- President (1999 – 2000)
- Steering Committee Member (approximately 1995-present)
- Elections Committee (2002-2007)
Awards, Honors & Grants

ACADIA: Association for Computer Aided Design in Architecture
ACADIA Excellence in Research Award (2002)
Tenured at University of Washington (2002)
Gerald A Williams Prize for excellence in pedagogy, scholarship or administration (2000)

Selected Papers & Presentations


Susan Jones
Affiliate Associate Professor

Susan H. Jones has been an Assistant Professor in the Department of Architecture since 1996. She teaches graduate and undergraduate studio courses in the department and runs her own firm, atelierjones in Seattle.

Professor Jones' work ranges from the AIA National Honor-winning Seafirst Gallery and the national design award-winning Marion Chapel to large-scale commercial projects in the public realm, such as the Meydenbauer Place project, a 1.2 million s.f. project in Bellevue, which includes office/hotel/convention center/retail and cinemas. Her research interests include the relationship between architectural practice and education and the history and theory of architectural tectonics.

A licensed architect and member of the American Institute of Architects, Professor Jones received her undergraduate degree in philosophy from Stanford University in 1983 and her Master of Architecture from the Harvard Graduate School of Design in 1988. She was a Fulbright Scholar in Berlin in 1994-1995 and worked internationally in Vienna and Berlin for a number of years before returning to her native Northwest.

Degrees
- Stanford University, Bachelor of Arts, Philosophy, Palo Alto, CA 1983
- Harvard University, Graduate School of Design, Master of Architecture, 1988
- Fulbright Scholarship, Berlin, 1994

Teaching Responsibilities
- Arch 500-503 studios

Main Areas of Research, Practice
- Architectural Design

Selected Publications & Reports
- 2001 "The Seafirst Gallery, NBBJ", in World Architecture Review, China
- 2000 House of Heaven, Gate of Heaven, Ed. Jackie Ryan Conversations", in Column 5, University of Washington, Dept. of Architecture
- Seafirst Gallery", in Space, Seoul, Korea
- "Delight. This Finely Judged and Sensuous Scheme…," by Annette Lecuyer, in Architectural Review: Art and Industry in USA
- “1996 AIA Art and Architecture Awards,” in Faith and Form

Selected Academic Experience
- 2001-present Affiliate Assoc. Professor of Architecture, University of Washington
- 1996-2001 Assistant Professor of Architecture, University of Washington
- 1994-1995 Fulbright Scholar, Technical University, Berlin, Germany
- 1988 Career Discovery Instructor, Harvard University

Selected Professional Experience
- 2003-present founding partner, atelierjones Inc., Seattle, WA
- 1999-2003 partner, NBBJ, Seattle, WA
- 1990-1999 architect, NBBJ, Seattle, WA
- 1989-1990 architectural designer, Boris Podrecca, Architect, Vienna, Austria
- 1988 architectural designer, Kallmann, McKinnell and Wood, Boston, MA

Selected Public Service
- 2005-present Board of Directors, American Institute of Architects, Seattle, Chapter
- 2005-present Member, Urban Land Institute, Urban Vitality Committee, Seattle
- 2004-present Member, US Green Buildings Council, Seattle, WA
- 2003-present Member, Pacific Real Estate Institute, Member, Seattle, WA

Awards, Honors & Grants
- 2006 Invited Honor Awards Juror, for National Associate of Industrial and Office Properties, Northwest Chapter
- 2005 Design Honor Awards Juror, for AIA Northwest and Pacific Regional Honor Awards
- 2005 Invited Design Juror, Illuminating Engineering Society, Puget Sound Section
- 2004 American Planning Association, award for Bellingham Waterfront Vision, with the Bellingham Waterfront Futures Group, PRR, Ernst and Associates
- 2003 Design Honor Awards Juror, for AIA North Carolina, Honor Awards
Ron Kasprisin
Adjunct Associate Professor Department of Architecture, Associate Professor Department of Urban Design and Planning

Ron Kasprisin has over thirty years of experience in architecture and community design, and twenty-six years working with smaller cities and towns in Washington, Oregon, British Columbia, and Alaska. Ron’s work has been recognized nationally as well as locally with awards from the American Planning Association (Port Townsend, Sumner, Haines, Ketchikan, Puyallup), the National Endowment for the Arts national design competitions (Missoula, Milwaukee), and local and state organizations.

Ron’s specialty is two-fold: community or urban design (the reorganization, structuring, and geometric design of places), and public participation (enabling the community to participate as authors, not observers). He is widely recognized as one of the region’s most able assistants to communities during the design and implementation process.

As an associate professor in Urban Design and Planning at the University of Washington since 1989, Ron has educated students in the importance of working with the community as a partner and team member, not as an “outside expert”, albeit well-intentioned. Ron adheres to the principle that each community has a different and unique story to tell; he also believes it is the designer’s task to assist in that telling. Ron teaches courses in urban design studio, composition and design principles, urban design theory, design methodology, and watercolor.

Ron has an added and respected reputation for his graphic visualization skills. His four books, Design Media (John Wiley and Sons, 1999), Visual Thinking for Architects and Designers (Wiley, 1995), A Small Town Design Primer (AIA Press, 1994), and Watercolor in Architectural Design (Van Nostrand Reinhold, 1989), all focus on ways for the designer to help the community understand the ramifications of design action (and non-actions) with perspective drawing, axonometrics, diagrams, models and many other forms of graphic communication.

Ron Kasprisin received his Master of Urban Planning Degree from the University of Washington in 1968 and his Bachelor of Architecture Degree from the University of Notre Dame in 1966. He has taught in the graduate programs of Urban Design and Planning and Architecture at the University of Washington since 1989. Professor Kasprisin is also a partner in Kasprisin Pettinari Design, since 1975, with Professor James Pettinari, Director, University of Oregon’s Portland Architectural Center.

**Degrees**
- Master of Urban Planning, University of Washington, 1968
- Bachelor of Architecture, University of Notre Dame, 1966

**Teaching Responsibilities**
- Urban Design Studio
- Composition and Design Principles
- Urban Design Theory
- Design Methodology
- Watercolor

**Selected Publications and Reports**
- Design Media (John Wiley and Sons, 1999)
- Visual Thinking for Architects and Designers (Wiley, 1995)
- A Small Town Design Primer (AIA Press, 1994)
- Watercolor in Architectural Design (Van Nostrand Reinhold, 1989)

**Selected Professional Experience**
- Associate Professor, Urban Design and Planning, University of Washington, 1989-present
- Partner, Kasprisin Pettinari Design, 1975-present

**Awards, Honors, and Grants**
- Numerous awards from the American Planning Association for designs of the following cities: Port Townsend, Sumner, Haines, Ketchikan, and Puyallup
- Winner of the National Endowment of the Arts national design competitions of the following cities: Missoula, Milwaukee
Edgar A. Lebert
Associate Professor

Professor Lebert teaches the required structural sequence of core courses in Architecture and Construction Management. This teaching focuses on using force equilibrium of simple systems in conjunction with elastic strength of materials concepts and the empirical (at times it seems Imperial) restraints of the Uniform Building Code. He teaches an advanced concrete systems course about two-way slabs and plates, post-tensioned concrete, pretensioned concrete, concrete shear wall behavior. He also teaches advanced structural courses on continuity and multistory frames and systems in really, really big buildings. He developed and teaches a course about the analysis and behavior of structural unit masonry (i.e., brick, clay tile, concrete block, stonework etc.).

Professor Lebert is a registered professional engineer in the state of Washington and has worked on hundreds of structural design projects extending over much of the United States and concentrated in and around Puget Sound. His structural expertise falls in three areas:
1. Wood framed construction, particularly with complicated shear wall behavior
2. Post tensioned concrete design
3. Structural Unit Masonry design

Professor Lebert is a member of the Wind Load Design committee of the ICBO, which published the “Commentary to Wind Load Provisions of the Uniform Building Code” in 1991 and 1994. He received a Bachelor of Science in Civil Engineering from Washington State University and a Master of Science in Structural Engineering from the University of Washington.

Degrees
M.S., Structural Engineering, University of Washington, 1967
B.S., Civil Engineering, *cum laude*, Washington State University, 1965

Teaching Responsibilities
Arch 320: Statics, Equilibrium of Forces, Load Tracing in simple buildings
Arch 321: Strength of Materials – Elastic Behavior of wood and steel; beam and column behavior
Arch 322: Determinate wood framed systems – UBC requirements Gravity-Wind-Seismic
Arch 420: Fundamentals of Unreinforced and Reinforced Concrete
Arch 421: Continuity and Indeterminacy in Beams and Multistory Frames
Arch 422: Advanced Concrete systems, Prestressed and Post-Tensioned concrete fundamentals; two-way flat plates, retaining walls, Shear Wall Behavior
Arch 426: Structural Unit Masonry, brick, concrete block, and clay tile wall behavior; Bearing and Nonbearing walls; Shear Wall Behavior of Masonry Walls

Main Areas of Research, Scholarship, or Practice
Individual: Seismic and Wind Load effects on building structures; Contemporary Wood Framed Construction; Post-Tensioned Concrete Design; Shear Wall behavior of reinforced masonry, reinforced concrete, and plywood sheathed wood frames walls; Finite Element Analysis of wood framed structures: Perforated Shear Walls, Horizontal Diaphragms with holes and discontinuities; Design aids for course work associated with the Uniform Building Code; ICBO Wind Committee: ICBO (Uniform Building Code) Wind Load Design Committee interprets application of the uniform building code to building and non-building structures, and recommends changes in the code to better describe wind effects on building structures

Selected Academic Experience
Member, Scholarship Committee, 1990-2000; Chair 1996
Faculty Senate, 1988-1991, 1994
Chairman, College Coffee Shop Committee, 1980-1996
Tenure, Promotion, Merit Review Committee, (member for 14 of the past 26 years)
Member of the Seismic Engineering Evaluation Committee, which screened 37 applying firms and short-listed the qualified ones for performing Seismic Analyses of Existing Campus Buildings.

Selected Professional Experience
Pocinwong Residence, West Magnolia Bluff; Andrew Schuster, Architect, 2000
McKenzie Residence, Mercer Island; Andrew Schuster, Architect, 2000
Lateral stability of perforated masonry shear wall frames; Larry Hahn, Owner, 1999
Post Office Station in East Aurora, New York; John Schenne, Professional Engineer, 1998
Concrete Garage Slab repair due to soil settlement in Laurelhurst; Marv Christensen, 1998
North Shore Playfield Facility, Bothell; Elaine Day LaTourelle, Architect, 1998
Hilty Residence remodel, Bellevue; Warren Lloyd, Architect, 1997
Kunz Residence, Laurelhurst; Andrew Schuster, Architect, 1996
Cantilever Roof Remodel, 1522 Federal Ave East; Dan Streissguth, Architect, 1995
Pasette House, San Juan Island; Tom Bosworth, Architect, 1994

Selected Public Service

Washington State Trail Blazers:
This past winter 2000, I've chopped and sawn out wind fall on the following trails:
Little Si, Little Si Loop, Preston Trail, Nook Trail, West Tiger railroad grade, and Tiger Mountain Trail.
Snohomish Sportsmen Club:
This past winter 2000, we built a 60-foot floating dock with secure hand rails on Blackman Lake in the City of Snohomish, and we hope to anchor this to steel pipe piling before the start of fishing season this spring in Hill Park

Awards and Honors

AIA Award for Rest Room Facility at Washington Pass; Kelbaugh Calthorp Associates

Selected Papers and Presentations

Attended the first "Wood Solutions Fair" in Seattle at the Convention Center, Mar. 2, 2000
Joel Loveland
Professor, Adjunct Professor, Department of Landscape Architecture

Joel Loveland is the Director of the Betterbricks Integrated Design Lab (IDL) Puget Sound and a Professor in the Department of Architecture at the University of Washington. The IDL's activities date to 1980 as a teaching lab for the University of Washington and included being the first daylighting design assistance lab in the United States. The Lab currently has a staff of three full-time resident consultants, part-time research assistants that have worked on more than 100 projects a year since late 1999. Recent articles about the Lab’s activities have been published in both the New York Times, the Wall Street Journal, Metropolis Magazine and Environmental Design and Construction, the October, 2004 “sustainable design” issue of Lighting Design and Applications and in the European journal Intelligent Glass Solutions. Joel was voted one of the 2004 Top 25 Sustainable Design Professionals by the editorial staff of the Sustainable Design Journal.

Recently funded projects of the IDL from 2006 and 2007 include the expansion of the mission and funding of the IDL, a national research effort of establishing metrics for assessing the daylighting performance of commercial buildings and in 2007, the addition of an integrated electric lighting professional faculty position to the IDL. These total a new base funding level of the IDL at $2,600,000 from 2006 – 2008, an additional funding of $245,000 through 2008, for the additional faculty position and daylighting metrics research. Additionally British Columbia Hydro has funded the IDL for $30,000 in daylighting education and $100,000 in project funding though 2007. These resources will be used to expand staff, and the intellectual and geographic reach of the Lab. In 2006 and 2007 the IDL has added two faculty and two Research assistant positions with this additional funding. The IDL with the new College Sustainable Design Institute (SDi) wrote a proposal to occupy the UW Tower property. As of late April, the IDL with the SDi have been awarded the use of Building ‘A’ at the UW Tower properties.

Since taking over the direction of the activities of the Daylighting Lab in 1999 its projects include the Tacoma Art Museum with Olson Sundberg and Antoine Predock Architects, Pierce County Environmental Services and the Seattle Northeast  Library with the Miller Hull Partnership, Building Boise’s Idaho Place and Water Place with NBBJ Seattle, Seattle City Hall and the Seattle Ballard Community Library with Bohlin Cywinsky Jackson Architects, the Seattle Justice Center, NBBJ Architects, the Salem North Mall State of Oregon Office Building with Yoste Grube Hall Architects, and the Independence Middle School with BOORA Architects. In 2006, two lab projects were honored with AIA Committee on the Environment (CoTE) National Green Building awards. These were the Ben Franklin Elementary School in Kirkland by Mahlum Architects, and the Ballard Branch Library by Bohlin Cywinski Jackson. Prior taking over the directorship of the Betterbricks Daylighting Lab Seattle, he was a partner in Loveland Millet Daylighting Consultants, an architectural lighting and energy conservation consulting firm that specialized in the integration of daylight and electric light.

In the last year, he has given more than a dozen invited lectures and workshops in the US and Canada to audiences as diverse as the School of Architecture at the University of Virginia and a group of 80 architects at a day-long workshop at the AIA National Convention in Los Angeles. Loveland serves as on the Lightfair International Institute LFI International Conference Advisory Committee and the Illuminating Engineering Society’s national Daylighting metrics Committee. Professor Loveland graduated with a Bachelor of Architecture from Arizona State University and Masters of Architecture and Urban Planning from UCLA, he is currently a Full Professor in the Department of Architecture and Adjunct Professor of Landscape Architecture at the University of Washington where he teaches or has recently taught design studio and lecture courses related to sustainability, the nature of light, landscape and architecture. He held the, 1998 Baker Chair of Architectural Lighting, at the University of Oregon.

Degrees
Bachelor of Architecture, Arizona State University, 1974
Master of Arts in Architecture & Urban Planning, UCLA, 1984

Teaching Responsibilities
Design Studio; Climate, Energy & Passive Systems; Architecture of the Landscape; and Integrated Building Energy Systems

Main Areas of Research, Practice
Integrated Building Energy Systems, Energy Simulation, Daylighting and Electric Lighting
### Selected Publications & Reports

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>&quot;Renewed Demand for Daylighting&quot;, <em>contributor to article</em> by Craig Dilouie, for Architectural Products, Lighting + Illumination Magazine, March 2005</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>&quot;Gymnasiums of the 21st Century: Daylight as a Primary Source of Illumination&quot; Loveland, J, with C. Meek and E. Strandberg, Athletic Business Magazine, June 2005</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>&quot;Deliberations on Daylighting&quot;, Buildings Magazine, April 2004, <em>contributor to article</em></td>
<td></td>
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<tr>
<td>2003</td>
<td>&quot;Refining the Window, the Story of Daylight&quot;, Intelligent Glass Solutions, November, 2003</td>
<td></td>
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<tr>
<td>2003</td>
<td>As directors of Better Bricks Daylighting Labs, nonprofit centers devoted to helping architects maximize natural light in their buildings, Joel Loveland and G.Z. Brown preach the benefits of the sun’s illumination, <em>contributor to article</em></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>Edited article &quot;Beyond the Bulbs: In Praise of Natural Light&quot; New York Times, June 6, 2003, by Brian Libby, <em>contributor to article</em></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>&quot;SkyLab&quot; Simulations at Seattle’s Daylighting Lab teach designers just how green their buildings can be. By Brian Libby (about our work at the Daylighting Lab) Metropolis Magazine, April 2003, <em>contributor to article</em></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>&quot;COMMON MYTHS of Daylighting Design Practice: When Daylighting a Building East Windows Perform Better than West, At the Daylighting Lab: Daylight and Suncontrol have become a Delicate Balance of Unexpected Assets”, Published by Betterbricks.com</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>&quot;COMMON MYTHS of Daylighting Design Practice: &quot;The Daylight Zone Depth From the Windowwall is Twice the Window Head Height.” At the Daylighting Lab: Balancing the Daylight and the Integration of Electric Light are the Goal”, Published by Betterbricks.com</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>&quot;Daylighting and Sustainability&quot;, Environmental Design and Construction Magazine, September, 2002</td>
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### Selected Academic Experience

<table>
<thead>
<tr>
<th>Year</th>
<th>Institution</th>
<th>Position/Role</th>
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</thead>
<tbody>
<tr>
<td>2005-present</td>
<td>University of Washington, Professor</td>
<td></td>
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<tr>
<td>2006 – 2007</td>
<td>University of Washington, Associate Professor, Sabbatical Leave</td>
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</tr>
</tbody>
</table>

1989-2005, University of Washington, Associate Professor  
(50% UW funding and 50% external funding as Daylighting Lab Director, 9 mos.)  
*This time including full-time in the summers is bought out by the Northwest Energy Efficiency Alliance. I offer more than 50 daylighting seminars, lectures or workshops per year nationally, internationally and across the Pacific Northwest.*

2004 - 2006  
SP06 ARCH 431, Passive Environmental Controls, Undergraduate  
SP06 ARCH 331, Passive Environmental Controls, Graduate  
SP06 ARCH 535, Advanced Topics in Light, Daylighting Design  
SP05 ARCH 431, Passive Environmental Controls, Undergraduate  
SP05 ARCH 331, Passive Environmental Controls, Graduate  
SP05 ARCH 535, Advanced Topics in Light, Daylighting Design  

Integrated Design Lab Seminars, Lectures and Workshops:  
D100: Introduction to Daylighting: Building Value with Daylight  
D101: Schematic Daylighting Design  
D102a: Modeling of Daylighting Decisions  
D103a: Daylighting Design Development, Windows & Glazing  
D103b: Daylighting from the Top, Skylighting  
D103c: Daylighting from the Side, Windows and Clerestories

### Selected Professional Experience

2007 UW CAUP Integrated Design Lab, Integrated Building Energy Systems Projects  
Crandall Library Library, NY, Ann Beha Architects, Boston  
Pratt & Whitney Offices, NY, SLAM Collaborative, Boston  
Center for Sustainability Research, University of British Columbia, Vancouver, Busby Perkins+Will, Vancouver  
Pearl River Office Tower, Shanghai, SOM Architects, Chicago  

2006
Bellingham Art Museum, Olson Sundberg Kundig Allen
University of British Columbia, Anthropology Museum Addition, Arthur Erickson with Stantec Architects
Tulalip Tribes Meetings Hall & Office Building, Mithun Architects
UW Educational Outreach Building, Perkins Will Architects

2005
Novelty Hill Winery, Mithun Architects
Patagonia Stores Design Guideline, Miller Hull Partnership
South Lake Union Bio-Technology Building, Seattle, Mithun Architects
South Lake Union Bio-Technology Building, Seattle, Perkins+Will and Busby, Seattle

2004
Walter Clore Wine and Culinary Center, Prosser, WA, Boxwood Architects
Whatcom Children’s Art Museum, Bellingham, WA, Olson Sundberg Kundig Allen, Seattle
Terry Office Building, South Lake Union, Seattle, WA, Weber Thompson Architects, Seattle
Jackson Hole Visitors Center, Jackson Hole, WY, Ensar Group, Boulder, CO

2003
Bertschi School Addition, Seattle, Miller Hull Architects
Seattle Municipal Joint Training Facility, Boxwood
Teton Science School, Jackson Hole, WY, Mithun Architects
Franklin Elementary School, Kirkland, WA, Mahlum Architects, Seattle

2002
Douglas Border Crossing, Canadian/US Border at Peace Arch Park, Bunting Coady Architects, Vancouver, BC
Yesler Community Center, Mithun Architects
Federal Way Youth Center, Federal Way, WA, Weinstein AU
Bozeman Public Library, Bozeman, MT, Overland Architects, Bozeman
Ballard Community Library, Seattle, Bohlin Cywinski Jackson Architects, Seattle

Selected Public Service
2004 Snohomish Public Utility District, Water Utility Building, Design Team Proposal Juror
1988 - present, Lighting Design Lab Steering Group, Seattle City Light Oversight of all lighting activities at LDL
1994 – 2000, Board of Directors and Executive Committee, Environmental Works
President of the Board, 1997 – 1998
Vice President, 1998 - 1999; and 1996 - 1997

Awards, Honors & Grants
2007 Loveland, J., N. Rottle & D. Abramson, “Sustainable Design Institute: UW TOWER PROPOSAL FOR SPACE ASSIGNMENT”, funded by the UW, June 2007
2007 Loveland, “Integrated Electric Lighting at the IDL,” to the Northwest Energy Efficiency Alliance, Portland, OR. $186,000 + match
2007 Loveland, “Daylighting Metrics for Buildings,” to the Northwest Energy Efficiency Alliance, Portland, OR. [funded for two years] $80,000 + match
2007 Loveland, J. & Christopher Meek, “Daylighting Education in British Columbia,” to British Columbia Hydro, $30,000 + an additional $120,000 in project funding

Selected Papers & Presentations
2007 EarthWeek Zero-Energy Design: a design workshop for the 2030 challenge, Invited Workshop with the Weidt Group, a Day-Long Workshop for the Minnesota AIA, University of Minnesota, Minneapolis, MN
2007 Light Re-Construction, Invited School Lecture, Ball State University, School of Architecture, February, 2007
2007 Daylighting Day, Day-Electric Lighting, Nuckolls Foundation Workshop, Ball State University, School of Architecture, February-March, 2007
2006 Light Re-Construction, Invited School Lecture, University of Virginia, School of Architecture, October, 2006
2006 Daylighting Day, EcoMOD Studio Workshop, University of Virginia, School of Architecture, October, 2006
2006 Daylighting Day, Blackwell Studio Workshop, University of Arkansas, School of Architecture, September, 2006
2006 Daylighting Day of Design for North America, Invited Workshop, a Day-Long Workshop for the AIA National Convention, Los Angeles
2006 Daylighting Labs, Daylighting Design in Practice, Invited Web-lecture, a Web-Seminar for CEEE (Council for and Energy Efficient Economy), to a national audience of policy and electric utility planners
2006 Daylighting from the Side, Invited Workshop, a Half-Day Workshop for Lightfair International, Las Vegas, NV
2006 Daylighting, Building Project Case-Studies, Invited lecture, a Seminar for Lightfair International, Las Vegas, NV
Brian L. McLaren
Associate Professor

Brian L. McLaren, Ph.D. is an Associate Professor in the Department of Architecture at the University of Washington, where he teaches in the areas of architectural history, theory and design. His design studios focus on the potential of the contemporary urban and industrial landscape of Seattle, while his history and theory offerings study the connection between architectural modernity and the culture of western colonialism in Africa and the Middle East.

Professor McLaren is a licensed architect and received his Bachelor of Architecture from the School of Architecture at the University of Waterloo in Canada (1982). He received his Master of Science in Architecture from the Graduate School of Architecture, Planning and Preservation at Columbia University in New York City (1986). His Ph.D. studies were conducted in the History, Theory and Criticism Section of the Department of Architecture at the Massachusetts Institute of Technology, with his doctoral thesis (2001) examining the intersection of the modern and colonial during the period of Italian colonization of North Africa.

Prior to joining the faculty at UW in Autumn 2001, Professor McLaren taught architectural history, theory and design between 1986 and 1993 as an Assistant Professor in the School of Architecture at Washington University in St. Louis. For the 1990-91 academic year he was a special lecturer in the School of Architecture at the New Jersey Institute of Technology teaching architectural design and representation.

Dr. McLaren has presented his current research on Italian colonialism at numerous academic conferences, including the Society of Architectural Historians, the College Art Association and the Middle Eastern Studies Association. His research on tourism in the Italian colonies in North Africa is being published in Italian Colonialism: A Reader, edited by Mia Fuller and Ruth Ben-Ghiat. He is also working on a manuscript of this material, entitled Tourism and colonization: the Italian colonial appropriation of North African vernacular architecture in the 1930s, which is currently under review of a University Press.

Degrees
- Ph.D. in Architecture, Massachusetts Institute of Technology, 2001
- M.Sc. in Architecture and Building Design, Columbia University, 1986
- B.Arch., University of Waterloo, 1982
- B. Environmental Studies, University of Waterloo, 1980

Teaching Responsibilities
- Arch 560 Graduate Seminar in Architectural Theory
- Arch 442 Africa and Middle East Seminar
- Arch 351 Romanesque, Gothic and Renaissance Architecture
- Arch 500 Architectural Design Studio
- Arch 302 Introduction to Architectural Design III
- Architecture in Rome Program

Main Areas of Research, Practice
- Modern architecture and colonialism
- Modern architecture and local culture
- Architecture and publication
- Contemporary urban and architectural theory

Selected Publications & Reports

Selected Academic Experience
- Assistant Professor, University of Washington, (2001-2006)
- Adjunct Lecturer, Roger Williams University, (Fall 1997)
Selected Professional Experience

Special Lecturer, New Jersey Institute of Technology, (1990-1991)


Selected Public Service

Chair, Strategic Planning Committee, Department of Architecture, 2006-2007.
Faculty Senator, University of Washington, 2004-2008.

Awards, Honors & Grants

CAUP Faculty Award for Completed work, for Architecture and Tourism in Italian Colonial Libya: An Ambivalent Modernism (Seattle: University of Washington Press, 2006).

Selected Papers & Presentations

"Modernization and the Tourist Experience of Indigenous Culture in Italian Colonial Libya, 1922-1940," at 40th Annual Meeting of the Middle Eastern Studies Association, Boston, November 2006
"The Libyan Tourist and Hotel Association and the ambivalent modernism of the tourist system in Italian colonial Libya," at "Agendas for Designing the Modern World: A Decade of Research at the Wolfsonian," The Wolfsonian-Florida International University, Dec, 2005
Christopher Meek
Research Assistant Professor

Christopher Meek, AIA is a Research Assistant Professor of Architecture at the University of Washington and registered architect in the State of Washington. He serves as the primary daylighting consultant at the Integrated Design Lab | Seattle (IDL). In this role, he consults with design teams in the Pacific Northwest and nationally with a focus on the integration of daylight with architectural form and electric lighting. In this effort, he consults on over 50 major building projects per year, providing design assistance, physical and digital model analysis, and technical/material testing and research. As manager of the Integrated Design Lab’s award-winning Daylighting Lab, Mr. Meek typically oversees a staff of several graduate students and provides assistance and guidance to scores of architecture students at the undergraduate, graduate, and Ph. D. level.

Degrees
M.Arch, University of Washington, 2002
B.A. Architecture, University of New Mexico, 1996
Registered Architect, State of Washington, 2006

Teaching Responsibilities
ARCH 435 Principals and Practice of Environmental Lighting
ARCH 535 Daylighting Seminar
ARCH 498 Measurement and Meaning
ARCH 498 Integrated Design Seminar

Main Areas of Research, Practice
Daylighting Consulting, Integrated Design Consulting, Architecture

Selected Publications & Reports
“Sky’s the Limit”; Athletic Business, December 2005 (co-author with Joel Loveland)
“Refining the Window”; Lighting Design Lab Newsletter, Spring 2004
“Daylight by Design”; Lighting Design and Application, October 2003 (co-author with Joel Loveland)

Selected Academic Experience
University of Washington, ARCH 535, Graduate Seminar: Advanced Topics in Architectural Lighting, Spring 2006
Intro to Daylighting, Daylighting 100, Daylighting Lab Curriculum for Practicing Professionals Daylighting and Schematic Design, Daylighting 101, Daylighting Lab Curriculum for Practicing Professionals
Lightfair International, Conference Advisory Committee 2005-2006; Created curriculum, reviewed proposals, approved speakers for LI’s Daylighting Institute.
AIA Northwest Regional/AIA Seattle, Conference 2005, Knowledge by Design Speaker, Architecture in the Best Light

Selected Professional Experience
Betterbricks Daylighting Lab, Seattle
Daylighting analysis and consulting on over 200 commercial and institutional projects
Worked with a diverse range of client groups and stakeholders to build consensus in support of integrated design strategies.
Worked closely with members of the Pacific Northwest design community in the analysis and implementation of architectural daylighting strategies, assemblies, and material specification.

Selected Public Service
Seattle Architectural Foundation, Annual Model Exhibit Volunteer Coordinator

Awards, Honors & Grants
2004 State of WA Governor’s Award for Sustainable Practices (BB Daylighting Lab)
2002 Faculty Medal for Excellence in Design and Scholarship, UW Dept. of Architecture

Selected Papers & Presentations
ASES Conference, Paper Presented, 2006 “PNW Regional Lab Network” with Kevin Van Den Wymelenberg, Assistant Professor, Univ. of Idaho
SBSE Conference, Paper Presented, 2006 “Integrated Design Practice”
AIA Conference, Knowledge by Design, Technical Presentation 2005
Kathryn R. Merlino  
Assistant Professor

Kathryn R. Merlino teaches Appreciation of Architecture I and II, Preservation of the Vernacular, Spatial Composition and Architectural Design Studio. After receiving a B.A. in Architecture from the University of Washington in 1988, Ms. Merlino practiced in the Seattle area for several years and worked with Olson Sundberg Kundig Allen Architects, where she received several awards for projects designed with the firm. She received a Masters of Architecture and a Masters of Architectural History from the University of Virginia in 1999. Professor Merlino's work looks at social and political transformations in society and how they affect the built environment. Current research focuses on development patterns and vernacular architecture of the Puget Sound Islands as well as theories of the preservation of vernacular architecture. Her work focuses on an interdisciplinary understanding of landscape, architecture and place-making. Ms. Merlino travels extensively through Europe and is involved with interdisciplinary study abroad programs in Italy and France. She also occasionally teaches at the American Academy of Landscape Architecture in Auvergne, France.

| Degrees                           | Master of Architecture, University of Virginia  
|                                  | Master of Architectural History, University of Virginia  
|                                  | Bachelor of Arts, Architecture, University of Washington  
| Teaching Responsibilities         | Appreciation of Architecture I and II, Seminar on Vernacular, Spatial Composition, Design studio.  
| Main Areas of Research, Practice | Vernacular architecture of the Puget Sound, Italian + Roman architectural and urban history, preservation theory  
|                                  | 2006 "Cultural Sustainability and Neighborhood Rehabilitation: A case study in design in Charlottesville, Virginia" with Katie Swenson (Merlino primary author) in Proceedings the ACD/ACSA: Convening the Conversation on Affordable Housing.  
| Selected Academic Experience      | 2000-2005 Lecturer, University of Washington  
|                                  | 2005-present Assistant Professor, Department of Architecture, UW  
| Selected Professional Experience | 1990-present Principal, Rogers Merlino Design  
| Selected Public Service          | 2007-present Commissioner, King County Landmarks Commission  
|                                  | 2007-present King County Landmarks Commission Design Review Board  
|                                  | 2002-2006 Director, The College of Architecture and Urban Planning Lecture Series  
|                                  | Board of Directors, American Landscape Academy of France, Paris  
|                                  | Board Member, NIAUSI, Northwest Institute for Architecture and Urban Studies in Italy  
| Awards, Honors & Grants          | 2006 ACSA/ACD Fannie Mae Grant, "Convening the Conversation"  
|                                  | 2006 Deans Fellowship Award, College of Architecture and Urban Planning, UW  
|                                  | 2000 Plan-Section-Sentence, ARCADE Magazine, Frye Art Museum  
|                                  | 1999 Architecture + Energy Award, Portland AIA Award, Frye Art Museum  
|                                  | 1999 AIA Northwest and Pacific Northwest Regional Design Award, Frye Art  
|                                  | 1999 Honorable Mention, Virginia AIA Design Competition, "Roma SopraSotto"  
|                                  | 1998 Seattle AIA Honor Award, Frye Art Museum  
| Selected Papers & Presentations  | 2007 "The Vernacular Typology of the Schoolhouse on Vashon Island," to be presented at the Annual Conference of the Vernacular Architecture Forum in Savannah, Georgia,
March 31, 2006.
2006 The Education of Optimism, Vashon Island 1881-1939” presented at the Marion
Dean Ross Society of Architectural Historians, Chapter Conference in Moscow, Sept.
14-17, 2006.
2006 "Cultural Sustainability and Neighborhood Rehabilitation: A case study in design in
Charlottesville, Virginia" in Proceedings of the ACD/ACSA Convening the
Conversation, June, 2006.
2005 “Baroque Architecture and the Counter-Reformation,” guest lecture in Italian 403, Fall
Quarter, University of Washington, Seattle
2005 “Preservation of Vernacular Landscapes,” guest lecture in Architecture 590, Fall
Quarter, University of Washington, Seattle.
David Miller  
Chair and Professor

Professor Miller teaches graduate design studios, a graduate lecture course on architectural design development and a graduate seminar on integrated systems design. He is a founding Principal with the Miller/Hull Partnership, Architecture & Planning, designing commercial, institutional, and residential projects. Miller/Hull has received over one hundred fifty regional and national awards for excellence in architectural design, including twenty-nine Seattle Chapter AIA awards. In 2003, Miller/Hull was the recipient of the national AIA Firm Award.

In Fall 2004, Miller/Hull received a national AIA Top Ten Earth Day Award for the Pierce County Environmental Services Building, their fourth Top Ten award. In 2002 and 2007 Miller/Hull received national AIA Housing Awards for condominiums projects in Seattle and Chicago. In 1999-2000, Miller/Hull received a National AIA Design Honor Award for the Pt. Roberts International Border Station and two awards in the Washington AIA Chapter Awards competition for the Maury Island Cabin and Yaquina Head Interpretive Facility in Newport, Oregon. Works by Miller/Hull were published in the December 2004 and May 2007 issues of Architectural Record and the May 2007 issue of Residential Architect, to name a few.


Professor Miller is a registered architect. He is a Fellow in the American Institute of Architects; he received his B.Arch. from Washington State University and his M.Arch. from the University of Illinois in Urbana.

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**Degrees**

M.Arch., University of Illinois, 1972  
B.Arch., Washington State University, 1968

**Teaching Responsibilities**  
Arch 502: Graduate Design Studio  
Arch 503: Graduate Design Studio  
Arch 570: Graduate Design Development  
Arch 530: Integrated Systems Design

**Main Areas of Research**  
Practice: Partner, The Miller/Hull Partnership, Seattle, WA: 1977- present

**Selected Publications and Reports**

Toward a New Regionalism, the Environmental Architecture of the Pacific Northwest, University of Washington Press, 2005  
Miller/Hull Architects of the Pacific Northwest, Princeton Architectural Press, 2003  
Yaquina Head Interpretive Center—Newport, OR, Architectural Record, Oct., 1999  
Ching Cabin, Sisson Residence, Marks Residence, Sunset Magazine, Western Home Awards Issue, October 1999

**Selected Academic Experience**

Arch 400/503 Architecture in Rome 1, Autumn 2000, Autumn 2003  
Arch 502: Graduate Design Studio  
Arch 503: Graduate Design Studio  
Arch 505: Graduate Design Studio  
Arch 530: Graduate Integrated Systems  
Arch 570: Graduate Design Development  
Belluschi Distinguished Professor, University of Oregon, 2007  
Kea Distinguished Professor, University of Maryland, 2002  
Distinguished Visiting Critic in Architecture, University of Michigan, Spring 2000
Selected Professional Experience
As Partner-in-Charge – Recent Projects:
- 156 West Superior Condominium, Chicago, Illinois
- University of Washington Tacoma Campus, Mattress Building Renovation
- Pt. Roberts National Border Station, Pt. Roberts, WA
- Physics Laboratory, Washington State University, Pullman, WA
- NW Federal Credit Union, Seattle, WA
- National V.A. Cemetery, Seattle-Tacoma Area, WA
- Maury Island Cabin, Maury Island, WA

Selected Public Service
Design Jury: Sunset Western Homes Awards (Chair); Philadelphia Chapter, American Institute of Architects, St. Louis Chapter, American Institute of Architects; Connecticut Chapter, American Institute of Architects; Arizona Chapter, American Institute of Architects; Pittsburgh Chapter, American Institute of Architects
- National AIA Earth Day Top Ten design jury 2006.

Awards, Honors, and Grants
Sustainable Design Honor Award, Boston Society of Architects, South Lake Union Discovery Center, 2007; National AIA Housing Committee Award, 156 West Superior, Chicago, 2007; Honor Award, AIA Washington civic Design, University of Washington Conibear Shellhouse, 2006; National AIA Earth Day Top Ten, Pierce Co. Environmental Services Bldg, 2004; National AIA Earth Day Top Ten: Bainbridge Island City Hall, Bainbridge Is., WA, 2000
- Honor Award, AIA Seattle Chapter: Bainbridge Island City Hall, Bainbridge Is., WA, 2000
- Federal Design Achievement Award: Point Roberts Border Facility, Pt. Roberts, WA, 1999
- Honor Award, AIA National: Olympic College, Shelton, WA, 1999
- National AIA Earth Day Top Ten: Patagonia Distribution Center, Reno, NV, 1998
- Best Public Building, OCAPA and Oregon Chapter ACI: Yaquina Head Interpretive Complex, Newport, OR, 1998
- Merit Award, AIA Seattle Chapter: Discovery Park Visitor Center, Seattle, 1997
- Record Houses Award of Excellence, Island Residence, Decatur Island, WA, 1996
- AIA/NCMA Merit Award, Marquand Retreat, Naches, WA, 1996

Selected Papers and Presentations
- University of Maryland Lecture, December, 2002
- Ekdahl Memorial Lecture, Kansas State University, Feb. 2001
Galen Minah  
Associate Professor  

Galen Minah is an Associate Professor of Architecture at the University of Washington. He received his B.A. in English from Duke University and his B.Arch. and M.Arch. from the University of Pennsylvania in the studio of Louis Kahn. He worked in the offices of Robert Venturi and Louis Kahn in Philadelphia, and was the founder of Architectural Resources Collaborative, ARC, in Seattle, 1975. With this partnership his work included schools, sheltered workshops, training centers, community centers, housing and specialized facilities for special users, disadvantaged children and adults. His present practice includes residential design and development. He was the design architect for the recent renovation of the Palazzo Pio in Rome, which includes new faculty and student housing and conference rooms for the University of Washington's Rome Center.

Professor Minah teaches graduate and undergraduate design studios, architectural theory, drawing, and color & light. He is also an active participant in the Architecture in Rome program, and serves as the Graduate Advisor for the 3-year M.Arch. graduate students.

Professor Minah’s research in the role of color in architectural and urban form has been presented at several international conferences. This work is published in Aspects in Color, University of Art and Design, Helsinki, and the AD, Architectural Design special issue on color and architecture. “Figural Colors in the Seattle Landscape” was presented in Kyoto, Japan and Rome, Italy and received an award from the University of Washington. This work has been published in AIC Color 97, Color Science Association of Japan, and La Città Nuova, ASCA Press. Recent work, "Color and Significance," was presented in Oslo, Norway, and published in Colour between Art and Science, Oslo National College of Art and Design. Professor Minah has also lectured extensively on the life and work of Louis Kahn.

Degrees  
B.Arch., University of Pennsylvania, 1967  
B.A., English, Duke University, 1961  
Post-Graduate Study:  
University of Munich (German)  
North Carolina State School of Design (Product design)  
University of Washington (Special Education)

Teaching Responsibilities  
Beginning and advanced architectural design studios  
Introduction to Architectural Theory  
Color and Light  
Architecture in Rome Programs  
Graduate Thesis Committees

Main Areas of Research, Scholarship, and Administration  
Practice: Institutional facilities and housing, residential  
Research: Color Theory, Work of Louis Kahn

Selected Publications and Reports  
La Città Nuova, Rome, Italy, 1999  
"Colour Between Art and Science,” Oslo, Norway, 1998  
AIC Color 97, Kyoto, Japan, 1997  
A.D. Architectural Design Profile No. 120, London, April 1996  
Aspects of Color, UIAH, Helsinki, Finland, 1995

Selected Academic Experience  
Faculty – Architecture in Rome, 1984, 1990, 1994  
Visiting Faculty – University of Liverpool, England, 1988

Selected Professional Experience  
David A. Crane, Urban Design, Philadelphia, PA: Research and Design  
Galen Minah Associates, Seattle, WA, 1972-1975  
Principal work includes specialized facilities for handicapped children  
Architectural Resources Collaborative (ARC), Seattle, WA, 1975-1983  
Founder and Principal: Work includes institutional, commercial, public facilities, housing, private residential, urban design, and facility programming
Galen Minah, Architect, 1983-present: residential, institutional, and design competitions
Galen Minah/Craftsman Builders, partnership, 1988-present
residential development

Awards, Honors, and Grants
Registered Architect, State of Washington, 1972
Member, American Collegiate Schools of Architecture
Arthur Spayd Brooks Design Achievement Award
Alpha Rho Chi Medal for Leadership, Service, and Merit
E. Lewis Dale Traveling Scholarship
Tau Sigma Delta Architecture Honorary
Honors Graduate, University of Pennsylvania

Selected Papers and Presentations
“The Role of Color in the City,” University of Art and Design, Helsinki, Finland, 1994
Richard Mohler  
Associate Professor

Rick Mohler is a principal of Adams Mohler Ghillino Architects in Seattle and an Associate Professor of Architecture at the University of Washington. He received both his B.A. and Master of Architecture degrees from the University of Pennsylvania where he received several awards, including the Arthur Spade Brooke Medal for outstanding studio work and the Paul Cret Medal for outstanding thesis project. In 1986, after working in the Philadelphia offices of Mitchell Giurgola and Venturi, Rauch and Scott Brown, he moved to Seattle to join the University of Washington architecture faculty and Olson Sundberg Architects. While with Olson Sundberg, he co-designed, with Rik Adams, the winning entry for the University Street L.I.D. Competition.

In 1991, Professor Mohler founded Adams/Mohler Architects (adamsmohler.com) with Rik Adams. Rick Ghillino, another Olson Sundberg colleague, joined the practice several years later. The firm, which specializes in residential, commercial, and commercial interior design projects, has been recognized in regional, national, and international design competitions as well as local and regional AIA awards programs and publications. In 2006 the office was named by Seattle Homes and Lifestyles magazine as one of the 'top 100 people, places and things that define Seattle design'.

Professor Mohler teaches both introductory and advanced graduate design studios and advises master’s thesis students. He has been involved in civic, community and professional organizations including the Madrona Community Council, the Downtown Project Review Panel for the CAP Initiative, and Seattle AIA awards programs.

Degrees  
M.Arch., Graduate School of Fine Arts, University of Pennsylvania, Philadelphia, 1984  
B.A., cum laude, Faculty of Arts and Sciences, University of Pennsylvania, Philadelphia, 1980

Teaching Responsibilities  
Arch 303, 305, 402, 501, 504: Design studios

Professional Registration  
State of Pennsylvania, 1986  
State of Washington, 1991

Professional Experience  
Adams/Mohler Architects, Seattle, WA – Principal, 1991-present  
Venturi, Rauch and Scott-Brown, Philadelphia, PA – Project Designer, 1985-1986  
Nels L. Larson, Architect Haverford, PA – Project Designer, 1982

Academic Experience  
Associate Professor of Architecture, part-time, University of Washington, Seattle, WA, 1994-present  
Assistant Professor of Architecture, part-time, University of Washington, Seattle, WA, 1989-1994  
Lecturer in Architecture, part-time, University of Washington, Seattle, WA, 1986-1989  
Visiting Lecturer in Architecture, University of Pennsylvania, PA, 1984

Related Professional Activities  
Moderator, AIA Conceptual Awards Program, 2000  
Member, Downtown Project Review Panel, 1992  
Seattle Center Study Group, 1989  
Port of Seattle Design Charrette Team, 1988

Community Activities  
"Beginnings II" Daycare Loft Construction Project, 1992  
Vice President, Madrona Community Council, 1988-1990  
Co-Chair, Madrona Spring Clean-up, 1987-1990  
Member, Land Use Committee, Madrona Community Council, 1987-1990
Selected Awards

Citation, International Association of Lighting Designers, 1995
Honor Award, AIA, Seattle Chapter, 1992
Honorable Mention, AIA, Northwest and Pacific Region, 1993
First Place Jacques-Cartier International Urban Design Competition, Montreal, PQ (with Rik Adams, Einar Jarmund, and Doug Kelbaugh), 1990
Second Place, Single Lot In-fill Category, Seattle’s Downtown Housing Design Competition (with Rik Adams), 1988
First Place, University Street LID Invitational Design Competition (with Rik Adams at Olson/Sundberg Architects), 1987
Honorable Mention, Philadelphia City Visions Competition (with Jim Bradberry and Perry Kulper), 1985
Third Place Nationally, Newport News Cultural Arts Center Competition (at Kelbaugh and Lee, Architects), 1984
Anne Vernez Moudon
Professor

Anne Vernez Moudon is Professor of Architecture, Landscape Architecture, and Urban Design and Planning at the University of Washington, Seattle. She is President of the International Seminar on Urban Morphology (ISUF), an international and interdisciplinary organization of scholars and practitioners; a Faculty Associate at the Lincon Institute of Land Policy, in Cambridge, MA; a Fellow of the Urban Land Institute in Washington, D.C.; and a National Advisor to the Robert Wood Johnson Foundation program on Active Living Policy and Environmental Studies.

Dr. Moudon holds a B.Arch. (Honors) from the University of California, Berkeley, and a Doctor ès Science from the Ecole Polytechnique Fédérale of Lausanne, Switzerland. Her work focuses on urban form analysis, land monitoring, neighborhood and street design, and non-motorized transportation. Her current research is supported by the U.S. and Washington State departments of Transportation, the Puget Sound Regional Council, the Federal Highway Administration, and the Centers for Disease Control and Prevention.


Dr. Moudon has been an active participant in The Mayors’ Institute on City Design since 1992. She has consulted for many communities nationally and internationally to develop urban design guidelines for new construction which respect the character of the existing landscape and built environment and which support non-motorized transportation. She has worked with planning officials, design professionals, and neighborhood groups in the Puget Sound as well as in San Francisco, CA, Toronto and Montreal, Canada, Stockholm, Sweden, among others. She taught courses and conducted seminars in urban design, planning, and housing in Japan, Korea, China, Mexico, Brazil, Venezuela, Colombia, France, the United Kingdom, and Switzerland.

Degrees
Doctor ès Science, ÉCOLE POLYTECHNIQUE FEDERALE, School of Architecture, Section Urban Design, Lausanne, Switzerland, 1987
Bachelor of Architecture, with Honors, University of California, Berkeley, 1969.

Teaching Responsibilities
Urban Form (lecture course, 50 upper division undergraduate and graduate students)
Reading the City (lecture course, 100 lower division undergraduate students)
Theory and Research in Urban Design (seminar, 15 graduate students)
Graduate Urban Design Studios (15 graduate students from the College of Architecture and Urban Planning)

Main Areas of Research, Scholarship, And Administration
Associate Dean for Applied Research
Director of the Cascadia Community and Environment Institute for interdisciplinary education and research in the College of Architecture and Urban Planning

Selected Publications and Reports

Selected Academic Experience
Massachusetts Institute of Technology (1975-1981): Assistant, and Associate Professor of Architecture, Ford International Career Development Chair
University of California, Berkeley (1973-1975): Lecturer in Architecture
| Selected Professional Experience | President, International Seminar on Urban Morphology  
Faculty Associate, Lincoln Institute of Land Policy  
Fellow, Urban Land Institute, Washington, D.C. |
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<td>Selected Public Service</td>
<td>Participant, The Mayors’ Institute on City Design, 1992-present</td>
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| Awards, Honors, and Grants       | Washington State Department of Transportation (TRAC) and US Department of Transportation (TRANSNOW). “Targeting Pedestrian Infrastructure Improvements.” 1999-2001  
| Conferences and Workshops        | LINCOLN INSTITUTE ON LAND POLICY, lecture on “Land Supply Monitoring with GIS,” Lecture Series, Cambridge MA, September 18, 2000  
Robert Mugeraur
Professor

Bob Mugeraur is Professor in the Department of Architecture and the Department of Urban Design and Planning at the University of Washington. He served as dean of the College of Architecture and Urban Planning from 2000-2006. Professor Mugeraur is currently director of the Ph.D. Program in the Built Environment.

Professor Mugeraur’s most recent previous academic work was in the School of Architecture and Planning at the University of Texas, where he also was on the graduate faculties of the Departments of Geography, American Civilization, and Philosophy. He is an internationally recognized specialist in using continental theory to interpret and design-plan on behalf of a sense of place. Much of his work focuses on the tensions between traditional ways of dwelling in vernacular environments and the “placeless” realms of global technological systems—in order to discover ways to resolve the conflicts.

After completing his B.A. at Notre Dame in an interdisciplinary Arts and Sciences program and his Ph.D. at the University of Texas in philosophy, Bob taught aesthetics, contemporary theory, and the history of art for ten years at Grand Valley State University in Michigan. In 1980 he became Associate Academic Dean at St. Edward’s University in Austin, Texas; then, in 1982, Academic Dean and Vice-President (and for a time, Acting Executive Vice-President). He joined the faculty of architecture and planning at the University of Texas in Austin in 1985. A National Endowment for the Humanities Research Fellowship to research “Heidegger and Homecoming” led to direct engagement with issues and faculty in geography, American Studies, architecture, and planning, and from there to his work on the phenomenology of place and dwelling. Since then, he has developed a variety of ways to apply continental theory and behavioral-perceptual-cultural research to the environmental disciplines and has remained professionally active as a planner and “human factors” person on design projects.

His major publications include Dwelling, Place and Environment (3rd Edition, 2000), (with Lance Tatum) High-Tech Downtown: Planning and Designing Building Conversions (1998), Environmental Interpretations: Tradition, Deconstruction, Hermeneutics (1996), Interpreting on Behalf of Place (1994). In professional projects, he has been Lead Planner for a 60 acre Permaculture Demonstration Project, a 30 unit Low-Income Housing Project, a suburban Bank, Tracor Flight System’s 7 building Radar Facility in Fort Walton Beach, St. Louis Church Parish campus, Human Code’s downtown Austin Facility, and the 500 unit Mirasol Homes for San Antonio Housing Authority.

Mugeraur consistently has won teaching awards from the beginning of his career to Outstanding Teacher at the University of Texas in Architecture for 2000, including election to the Danforth Foundation Associates’ Program for Outstanding Teachers. He has received numerous research grants, usually including support for student researchers on projects dealing with sustainability and technology. At Texas he was Chair of the Architecture Faculty Graduate Studies Committee, Chair of the Planning Ph.D. Program, and Chair of the Architecture Ph.D. Program.

Degrees
Ph.D, Philosophy: University of Texas at Austin, 1973
B.A. Program for Liberal Studies, magna cum laude, University of Notre Dame, 1967

Main Areas of Research, Scholarship, and Administration
Built and Natural Environments:
1. Sustainability and the Impact of Technology
2. Values, Social and Cultural Factors in Design/Planning
3. Theory and Current Research Methods

Selected Publications and Reports


**Selected Academic Experience**

Dean and Professor, College of Architecture and Urban Planning, University of Washington, 2000-2006
Professor/Martin S. Kermacy Centennial Chair (1996-2000); Associate Professor (1990-96); Senior Lecturer (1985-90), University of Texas at Austin School of Architecture and Community and Regional Planning Program (Adjunct in Geography, Philosophy, and American Civilization)
Visiting Scholar (1984-85), University of Texas at Austin Graduate School
Academic Dean and Vice President, Associate Professor of Philosophy and Humanities (1982-84); Associate Academic Dean (1980-82), St. Edward’s University
Visiting Scholar and National Endowment for the Humanities Research Fellow (1979-80), University of Texas at Austin Graduate School
Associate Professor (1975-80); Assistant Professor (1970-75), Grand Valley State Colleges

**Awards, Honors, and Grants**

School of Architecture, Outstanding Teacher (Lecture-Seminar) Award, University of Texas at Austin, Spring, 2000
Hogg Scholars Grant (with Lance Tatum and Michael Oden) for “Non-Manufacturing High-Technology as Economic and Physical Development in Mid-Sized Cities,” Spring-Summer, 1998, $12,000.
Jim Nicholls
Lecturer

For over 10 years, Lecturer Jim Nicholls has taught graduate and undergraduate design studios, materials and assemblies classes, design-build studios, and furniture design studios. The Storefront Studio is a highly successful community outreach studio he has been operating in small towns around Seattle.

Jim Nicholls has honors degrees in both architecture and industrial design. He practiced architecture in Canada for 10 years on projects ranging in scale from urban design to furniture. His worked on community centers, schools, and recreational centers, with Henriquez and Partners Architects, Vancouver, BC, which have been published in Canadian Architect. He has taught design studios at the University of British Columbia.

Mr. Nicholls maintains a diverse practice in Seattle and has completed café interiors, residential renovations, office interiors and furniture commissions. He exhibits and curates regularly in art and design galleries in Vancouver and Seattle, and has work in nationally recognized collections. He edits the Department Publication "Skin", has written for the regional design magazine ARCADE, published the exhibit monograph "Issues of Gravity", and is editing a book on the Glenn Murcutt master studios.

Degrees
B.Arch. (Honors standing), University of British Columbia, 1986
B.A. (Special), Industrial Design and English Literature, University of Alberta, 1982

Teaching Responsibilities
Lecturer, UW Department of Architecture 2004 - Present
Lecturer, Joint Appointment, UW Department of Architecture, School of Art, 1996 - 2004,
Sessional Lecturer: First Year Design Studio, UBC, 1992
Sessional Lecturer: Experimental Studio, UBC Architecture, 1991
Graduate Teaching Assistant, UBC Landscape Architecture, 1984-1985

Publications
"In the Best Possible Light", Arcade, article, July 2006
"Empty Signs", Column 5 Journal of Architecture, essay, U of W, 2005
"Where is No. 27 Rue de Fleuers? UBC Making Out Exhibit, 2004, Catalogue Essay
"Pale Flags", Column 5 Journal of Architecture, essay, U of W, 2004
Issues of Gravity, a Study in Collaboration", UBC Monographs, Co-Editor, essay 2000
"Black and white", Column 5 Journal of Architecture, essay U of W, 2000
"Framed View", Arcade, article, 1999
"After Words" Arcade, article, 1999
"Objects of Thought", Arcade, Co-Editor for Industrial Design Issue 1998
"Border Crossings", Arcade, article, 1998

Academic Awards
Nominated for Distinguished Teaching Award- University of Washington, 2002
Lionel Pries Award, 2001
AIBC Architecture Awards Jury, 2001
CAUP Lecture, 2001
Director, CAUP, Visiting Lecture and Exhibit Series, 1997-1999
Director, CAUP, Visiting Lecture Series, 1996-1997

Education Awards
Royal Architectural Institute of Canada, Gold Medal, 1986
Architectural Institute of British Columbia, Scholarship, 1984 and 1985
Contractors Association of British Columbia, Scholarship, 1984
University of Alberta, Arts Scholarship, 1981
Professional Experience

Henriquez and Partners, Architects, Vancouver, 1988-1995
Project Lead on: UBC Student Recreation Centre, Talmud Torah School, False Creek Community Centre, Bella Bella School, Squamish Library, Poole Residence
Project Lead on: Yaletown Warehouse Renovation
Aitken Smith Carter Architects, Vancouver, 1986-1987

Commissions

Biley Residence, Montlake Seattle, $350,000 renovation, design, permit documents 2005
Burke Residence, Seattle, New/Renovation, design, permit, 2003
Blackwood Residence, Victoria, Renovation, design, 2002
Salesin Residence 11, Seattle, Renovation, design, permit, review, $80,000, 2002
Salesin Residence Seattle, renovation, design, permit, const. review, $100,0000 2001
Stevens Residence, Seattle, Furniture design, construction review, 2001
Alaska Airlines Pilots Lounge, Programming Study, 2000
4112 University Ave Café, Interior design, permit, construction review, $75,000, 1999
Stevens Residence, Fernie BC, schematic design, 1999
Perkingruvin Café, University Ave, Interior design, permit, construction review, 1998
Denver International Film Festival Award, design, production, 1997

Grants and Contracts

Des Moines Storefront Studio, Autumn 2007-$10,000
Carnation Storefront Study- Summer 2007 $12,000
SOA Workstations and Studio Renovation- Design-Build Summer 2007
CAUP Digital Directory - Design-Build Spring 2007
Husky Stadium Presidents Box Mezzanine- Interior Design Spring 2007
Kent Historic District Storefront Studio, Autumn 2006, $10,000
Skyway Storefront Studio, Spring 2006 $10,000
Renton Downtown District Storefront Studio, Spring 2005 $10,000
Renton Signage Survey, Autumn 2005, author $5,000
City of Seattle, OED, Façade Improvement Program, 2005, $12,000
UW Architecture Office, renovations, design-build - $5000.00
CAUP Digital Commons Furniture- Summer 2005 $25,000
CAUP Materials Lab- design-build Summer 2005
CAUP Coffee Shop Renovation- design-build Summer 2005
UW Planning Office Conference Room, Renovation design-build, 2005
Auburn Historic District Storefront Studio, King County, $9500, 2005
City of Seattle Façade Improvement Program, Storefront Studio $15,000, 2005
White Center, Storefront Studio, $7000, 2004
Digital Mural, White Center, City of Seattle, $8000, 2005
Street Banners, South Park, City of Seattle, $10,000, 2005
Street Banners, White Center, City of Seattle, $10,000, 2005
Digital Mural, South Park, City of Seattle, 2004, $8000
CAUP Annex Studio, Renovation Design - Build, 2003 $60,000
U District YMCA, Entry Desk, Design - Build, 2003 $3500
Digital Mural, U District, City of Seattle, $4000, 2003
U of W Medical Center Teaching Wing, Public Corridor Re-Design Proposal, 2002
U of W, Digital Design Studio, Workstations design-build, $4000, 2001

Exhibitions

Solstice Café Seattle, New Paintings, April 2007
Maya Lyn Exhibition, Henry Art Gallery, Design-Build of Media Room Installation, 2006
Solstice Café Seattle, Painting, solo show, April 2005
Allegro Café Seattle, Collage, solo show, April 2005
Jacob Lawrence Gallery, Seattle, U of W SOA, Faculty Show, 2005
Auburn City Hall Gallery, "Storefront Studio @ Auburn" Student Exhibit, January, 2005
Cogito Manualis UW Architecture, Selected Exhibit, 2004
CY Loh Exhibit, "Issues off Gravity" UBC, Canada Council, Co-Designer, 2000
Hugo House, Seattle, Juried Exhibit, 1999
Henry Art Gallery, Archigram, Teaching Studio Design-Build Installation, Seattle 1999
Jacob Lawrence Gallery, New Furniture, Seattle, U of W Faculty Show, 1997
Jeffrey Ochsner
Professor, Associate Dean

Jeffrey Karl Ochsner FAIA is a Professor in the Department of Architecture at the University of Washington, where he has taught since 1988 in the areas of architectural design, urban design, historic preservation, and architectural history. He served as Chair of the Department of Architecture from 1996 to 2002. He holds adjunct positions in the Departments of Landscape Architecture and Urban Design & Planning. He began serving as Associate Dean for Academic Affairs for the College of Architecture & Urban Planning in July 2007.


Professor Ochsner received his education at Rice University in Houston, Texas. He is a registered architect and a Fellow in the American Institute of Architects. From 1984 to 1987, he directed Ochsner Associates, his own firm in Houston. Projects included architecture, urban design, and preservation in Galveston and Houston.

Professor Ochsner served as Coordinator of the Lecture Series for the College of Architecture and Urban Planning from 1988 to 1996. From 1990 to 1994 he was member of the editorial board of JAE: Journal of Architectural Education. He was the Local Chair for the annual meeting of the Society of Architectural in Seattle in 1995, and he served on the Board of the Society from 2000 to 2003.

Degrees
B.A. (Magna Cum Laude), Rice University, 1973
M.Arch., Rice University, 1976

Teaching Responsibilities
Arch. 352: History of Modern Architecture, 1750-2000
Arch. 452: Architecture of Seattle & Environs
Arch. 500: Graduate Architecture Design Studio
Arch. 556: Seminar in the Arts & Crafts Movement and its Legacies
Arch. 590: Issues in Urban Design and Historic Preservation

Main Areas of Research, Practice
Architectural design, architectural history (19th and 20th centuries, American and Northwest), urban design, historic preservation

Selected Publications & Reports
Distant Corner: Seattle Architects and the Legacy of H.H. Richardson (University of Washington Press, 2003) [co-author].
H.H. Richardson: Complete Architectural Works (MIT Press, 1982) [author.]
Selected Recent Articles:
"Modern or Traditional? Lionel H. Pries and Architectural Education at the University of Washington, 1928-1942."
Pacific Northwest Quarterly 96 (Summer 2005): 132-150.
Selected Academic Experience
Associate Dean for Academic Affairs, College of Architecture & Urban Planning, UW, 2007-
Chair, Department of Architecture, UW, 1996-2002
Coordinator, CAUP Lecture Series, UW, 1988-96

Selected Professional Experience
Practicing architect; owner of Ochsner, Associates, Architects, Houston, TX, 1984-87

Selected Service
Board Member, Society of Architectural Historians, 2000-2003.
Local Chair, Annual Meeting, Society of Architectural Historians, Seattle, 1995

Awards, Honors & Grants
Fellow in American Institute of Architects, 1996
Received Lionel Pries Prize, 1992. 1990 (voted by CAUP students, for teaching excellence).

Selected Papers & Presentations
Selected Recent Presentations
Barry Onouye  
Senior Lecturer

Senior Lecturer Barry Onouye has taught structures since 1969, and has also taught beginning design studio, and introduction to structural design principles to architecture pre-majors.

A registered engineer, he has conducted research in a National Science Foundation project on seismic provisions in small town building ordinances. He also has maintained an engineering practice since 1972. He is author, with Kevin Kane, of Statics and Strengths of Materials for Architecture and Building Construction; 3rd Ed., (Prentice Hall, 2006) and author of Statics and Strength of Materials: Foundations for Structural Design; 1st Ed., (Prentice Hall 2005)

Mr. Onouye has participated in many public service projects through his involvement with the design/build studios with colleague Andy Vanags. He is a former member of the Seattle Design Commission and a former board member of the Seattle Aquarium Society. He has worked for more than two decades with the Seattle/AIA Chapter to promote diversity in the profession of architecture.

An acclaimed teacher, Mr. Onouye received the University of Washington’s Distinguished Teaching Award in 1980, the College’s Lionel Pries Teaching Award in 1989, the University of Washington Graduate School’s Innovative Teaching Fund Award in 1974, and the Outstanding Educator Award from the Sigma Lambda Chi Building Construction Honor Society in 1973.

Mr. Onouye received his B.S. in civil engineering from the University of Hawaii in 1967 and his M.S.E. in structural engineering from the University of Washington in 1969.

BS-Civil Engineering  
MS-Civil Engineering

Teaching Responsibilities  
Arch 320 – Statics – since 1969  
Arch 321 – Strength of Materials – since 1970  
Arch 322 – Structural design and analysis in wood and steel since 1970  
Arch 220 – Introduction to architectural structures – for pre-majors – since 1992  
Arch 420 – Intro to reinforced concrete design – since 1979  
Arch 402 – Design/build design studio

Main Areas of Research, Practice  
Teaching methodology and strategies for structural engineering  
Integration of structural technology in the design studio

Selected Publications & Reports  
Statics and Strength of Materials for Architecture and Building Construction; by Barry Onouye and Kevin Kane; 3rd Edition; Prentice Hall  
Statics and Strength of Materials: Foundations for Structural Design; by Barry Onouye; Prentice Hall  
NSF Grant – contributor to report: Seismic Hazards in Unreinforced Masonry Buildings in the Pacific Northwest; prepared for the National Science Foundation Earthquake Hazards Mitigation Program (1985)

Selected Academic Experience  
Have been teaching the array of structures courses at the University of Washington since 1969.

Selected Professional Experience  
Engineering consultant (PE) since 1972.  
Part owner of a small-scale general contracting company – Daiku, Inc. (1982-1987)  
Engineer at Skilling-Helle-Christiansen-Robertsen (1969-1971)

Selected Public Service  
Co-taught design and construction classes that resulted in playgrounds for pre-schools and community organizations. Also designed and constructed garden facilities for the International District Community Garden.  
Member: Seattle Design Commission (1979-1983)  
Advisory Board Member: Seattle Aquarium Society (1982)  
Advisory Board Member: Architectural Technology Program – Seattle Central Community College
### Awards, Honors & Grants

- Recipient: University of Washington’s Distinguished Teaching Award (1980)
- Recipient: Outstanding Educator Award; Sigma Lambda Chi -Building Construction (1973)
- Recipient: Lionel Pries Teaching Award; Department of Architecture (1989)
- Co-recipient: Graham Foundation Grant ($10,000); design/build project (1991)
- Recipient: Johnston/Hastings Endowment Award ($2000); (1997)
- Recipient: Scholarly Development Grant; (summer salary) (1976)

### Selected Papers & Presentations (Artwork in Exhibitions)

- Presentation: Annual Conference sponsored by the Washington State Office of Archaeology and Historic Preservation; Shaking in our Boots: Seismic Behavior in Un-reinforced Masonry Buildings; (1990)
Ken Tadashi Oshima  
Assistant Professor

Ken Tadashi Oshima, Ph.D., is an Assistant Professor in the Department of Architecture at the University of Washington, where he teaches in the areas of architectural history, theory, representation, and design.

Professor Oshima received his undergraduate education in East Asian Studies and Visual & Environmental Studies from Harvard University. He received his Master of Architecture degree from the University of California at Berkeley and Ph.D. in architectural history and theory from Columbia University. He developed his doctoral dissertation, *Constructed Natures of Modern Architecture in Japan 1920-1940*.

Before joining the faculty at UW in Autumn 2005, Professor Oshima was a Robert and Lisa Sainsbury Fellow at the Sainsbury Institute for the Study of Japanese Arts and Cultures in London from 2003-5. From 2000-2003 he was a lecturer at the Graduate School of Architecture, Planning and Preservation at Columbia University.


**Degrees**

- A.B. Harvard College, magna cum laude
- M.Arch University of California at Berkeley
- Ph.D. Columbia University

**Teaching Responsibilities**

Primary teaching responsibilities in the areas of architectural design, history, theory, and representation with a focus on Japan and trans-national architectural practices. Architecture 301, 302, 441, 498, 500.

**Main Areas of Research, Practice**

My research and teaching interests emphasize international/transnational architecture and design, with a focus on Japan within a globalizing culture in the nineteenth and twentieth centuries.

**Selected Publications & Reports**


**Selected Academic Experience**

Assistant Professor of Architecture, September 2005 to present

University of Washington, Graduate Faculty, Department of Architecture, Seattle, WA

Lecturer, 2001-2003 Columbia University, Graduate School of Architecture, Planning and Preservation, NY, NY

**Selected Professional Experience**

Junior designer, TOYO ITO & ASSOCIATES, 1990, Tokyo, Japan

Junior designer, FONG & CHAN ARCHITECTS, 1993-94, San Francisco, CA

Editorial Associate, ARCHITECTURE + URBANISM, 1998- present, Tokyo, Japan

**Selected Public Service**

Faculty Member, East Asia Center, UW

Member of College Art Association, Society of Architectural Historians, DoCoMoMo

Urasenke Seattle Board Member

**Awards, Honors & Grants**

Norman "Bud" and Charlotte A. Aehle Faculty Award, 2006-6

Shincho Fellowship, Tokyo University, 1998-2000.

Selected Papers & Presentations

Vikram Prakash
Professor

Dr. Vikramaditya (Vikram) Prakash grew up in Chandigarh, India and received a Bachelor of Architecture from the Chandigarh College of Architecture (1986), and an M.A. and Ph.D. in History and Theory of Architecture and Urbanism from Cornell University (1989, 1994). He taught at Arizona State University as a visiting Assistant Professor from 1994-1996 before coming to the University of Washington in Fall 1996. He served as Associate Dean for External Affairs for the College of Architecture and Urban Planning from 2001 to 2002. He began serving as Chair of the Department of Architecture in late July 2002.

Besides studios, Dr. Prakash teaches introductory and advanced courses in non-Western architecture, and graduate seminars in modernism and culture theory.

Dr. Prakash has organized several international conferences and presented numerous papers on this topic. His book Chandigarh’s Le Corbusier: The Struggle for Modernity in Postcolonial India has been co-published by the University of Washington Press, Seattle and Mapin Publishing, Ahmedabad, India (2002). His new textbook A Global History of Architecture, co-authored with his colleagues Professor Frank Ching (UW) and Professor Mark Jarzombek (MIT), has recently been published by John Wiley and Sons, Inc.(2006)

Degrees
B.Arch, M.A., Ph.d.

Teaching Responsibilities
Design studios, no-western history, theory

Main Areas of Research, Practice
Non-western architecture, modern architecture, postcolonial theory

Selected Publications & Reports
Peter Scriver and Vikramaditya Prakash editors, COLONIAL MODERNITIES: Building Dwelling and Architecture in British India and Ceylon part of the ArchiText series edited by A.D. King and T. Markus (Routledge, London: March 2007)
Vikramaditya Prakash, Chandigarh’s Le Corbusier: The Struggle for Modernity in Postcolonial India (University of Washington Press; August 2002)
Aditya Prakash and Vikramaditya Prakash Chandigarh: The City Beautiful (Abhishek Publications, Chandigarh, India.)
Vikramaditya Prakash, editor Theatres of Decolonization: Architecture, Urbanism and Agency, (Seattle: University of Washington.)

Selected Academic Experience
Univ. of Washington, Department of Architecture Chair, 7/02-12/06
College of Arch and Urban Planning, associate dean 7/01-7/02
South Asia Program, Jackson School, UW, member 1/97-present

Selected Professional Experience
2000—Verge Architecture, Seattle (www.veragead.com), Partner
1992 Ms. Hasmukh C. Patel, Architects, Ahmedabad, Associate Partner

Selected Public Service
Member Advisory Commission (appointed by Mayor of Seattle) Seattle Center
2005-06 Member, Scientific Committee, Docomomo: International working party for documentation and conservation of buildings, sites and neighborhoods of the modern movement in architecture
2001-02 Board of Directors, Seattle American Institute of Architects, Seattle

Awards, Honors & Grants
Vikramaditya Prakash, Frank Ching, Mark Jarzombek A Global History of Architecture, book research grant to Graham Foundation for Advanced Studies in the Fine Arts, Chicago (for research, analysis, and writing toward publication); funded for $20,000
Vikramaditya Prakash, Frank Ching, Mark Jarzombek A Global History of Architecture, book research grant to John Wiley and Sons, Inc., New York, NY (for research, analysis, and writing toward publication); funded for $60,000

Selected Papers & Presentations
2007Vikramaditya Prakash, “Roman Might vs. the Buddhist Sangha: World Architecture in the Year Zero” invited public lecture Lecture Series Chandigarh College of Architecture, Panjab University, Chandigarh (March 2007)
Vikramaditya Prakash, “Chandigarh’s Le Corbusier: Formal Orders on a Vast Indian Plain”
invited public lecture Lecture Series University of the Witwatersrand, Johannesburg,
South Africa (July 2006)

Vikramaditya Prakash, “Chandigarh’s Le Corbusier: Formal Orders on a Vast Indian Plain”
invited public lecture Lecture Series University of Adelaide, Adelaide, Australia (March
2006)

Vikramaditya Prakash, “Chandigarh’s Le Corbusier: Formal Orders on a Vast Indian Plain”
invited public lecture Lecture Series Chandigarh College of Architecture, Panjab
University, Chandigarh (March 2005)

2005Vikramaditya Prakash, “Chandigarh’s Le Corbusier” invited public lecture Part of
Modernism Class by Professor Anthony Vidler, The Irwin S. Channon School of
Architecture, The Cooper Union, New York, NY (February 2005)

2005Vikramaditya Prakash, “Inside Outsourcing” main respondent in discussion Part of
Gurgaon Studio by Reinhold Martin, Columbia Univ., New York, NY (Feb 2005)
Michael Pyatok
Professor

Principal of his own architectural firm since 1985, Professor Michael Pyatok's work focuses on non-profit and for-profit housing development throughout the United States. Professor Pyatok has won numerous design awards, among them several national housing design competitions, most recently two by the U.S. Department of Housing and Urban Development for Innovative Design for Home Ownership. He specializes in the design of community facilities and multi-family housing, including low-density suburban as well as high-density, inner-city, mixed-use developments. He is co-author of Good Neighbors: The Design of Affordable Family Housing (1996).

Appointed Loeb Fellow by Harvard University in 1983, he researched real estate development strategies by non-profit corporations using government assistance. As a Fulbright Fellow in 1969, he studied housing and urban design policies of Finland. Professor Pyatok has 33 years of teaching experience, and he has been a tenured professor at the University of Washington since 1990.

His professional alliances include service on the Board of Directors of the East Bay Chapter of the American Institute of Architects, where he chaired its Housing Committee; membership in Architects, Designers, and Planners for Social Responsibility, and a member of the National Coalition for the Homeless and the National Low Income Housing Coalition. He has been elected into the College of Fellows of the AIA in recognition of the quality of design he has brought to affordable housing in lower income communities.

Professor Pyatok, a registered architect, holds a B.Arch. with honors from Pratt Institute and an M.Arch. with honors from Harvard University.

Degrees
M.Arch., with Honors, Harvard Graduate School of Design
B.Arch., with Honors, Pratt Institute

Teaching Responsibilities
Arch 501, 503, 505—Studio Design: community service studios requiring explorations in urban design, neighborhood planning, mixed-use building, high-density housing.

Main Areas of Research, Scholarship, and Administration
Affordable Housing
Community participation and community planning in low-income areas
Low-rise, high-density, inner-city housing
Ideology and the creation and dissemination of architectural principles

Selected Publications and Reports
"Design of Affordable Housing: The Return of the Homestead," Multifamily Trends by the Urban Land Institute, December 2000
"The Politics of Design: The New Urbanists vs. the Grass Roots," Housing Policy Debate, by Fannie Mae, Fall 2000
"Inclusionary Housing: Some Doubts," Design/Builder, August 2000

Selected Academic Experience
Visiting Associate Professor: University of Oregon, University of California at Berkeley, University of Texas at Austin, and MIT
Loeb Fellow: Harvard University
Fulbright Fellow: Helsinki, Finland

Professional Experience
Principal, PYATOK ARCHITECTS, INC. with offices in Oakland and Seattle: housing, mixed-use, community planning with over 9000 housing units designed since 1985.

Selected Public Service
AIA National Affordable Housing Task Group
National Low-Income Housing Coalition
Board Member: East Bay AIA Chapter
Board Member: Oakland Community Housing, Inc.
Program Reviewer: Architecture and Allied Arts, N.E.A.

Awards, Honors, and Finalist, Rudy Bruner Awards, 2001, for Swans Market, Oakland, CA
Grants

Grand Award for Excellence in Design, Best in American Living Award 2000
Louis Mumford Award for Socially Responsible Design 2000, awarded by Architects
Designers and Planners for Social Responsibility, Washington DC
First Place, Lakeside Tower and Preservation Park, 300 units and the Native American
Museum, Mayors’ Downtown Housing Initiative, Oakland, CA, 1999
First Place, Invited Competition, Hiawatha Place, Seattle, 1998
Second Place, Invited Design-Build Competition, University Village Graduate Student
Housing for UC Berkeley, 920 townhouses with community facilities, 1997
First Place, Downtown Oakland Swan’s Market and Housing Invited Competition, 1998
First Place, San Diego Transit-Related Affordable Housing Competition, 160 units with
retail and community facilities (100 entries), 1992

Selected Papers and Presentations

Keynote Speaker: Academic Excellence Week, Louisiana Tech, Shreveport, LA, 2001
Invited Speaker: Symposium on the New Urbanism, Univ. of Michigan, 2001
Keynote Speaker: ACSA Annual Conference, Los Angeles, CA 2000
Keynote Speaker: Annual Board of Directors, OPAL Land Trust, Orcas Island, WA, 2000
Invited Speaker: “City for All, The Urban Challenge” Mayors Conference on Poverty, San
Juan, Puerto Rico, 2000
Keynote Speaker: XXVIIth World Congress on Housing, San Francisco, 1999
Keynote Speaker: Annual Conference, Washington State Coalition for the Homeless,
Seattle, 1999
Dennis Ryan
Associate Professor

Professor Ryan teaches both Community and Environmental Planning and Urban Design courses at the University of Washington. He is the Founding Director for the Certificate Program in Urban Design, for students in the Architecture, Urban Planning, and Landscape Architecture Departments.

He received his Ph.D. from the University of Pennsylvania, Philadelphia.

Degrees
Ph.D.: School of Arts and Sciences, University of Pennsylvania, Philadelphia, 1976
Master of City Planning: Graduate School of Fine Arts, University of Pennsylvania, 1968
Bachelor of Architecture: School of Architecture, Clemson University, 1966

Teaching Responsibilities
Classes include:
CEP 301: The Idea of Community
CEP 303: Social Structures and Processes
CEP 461: Ethics and Identity
UrbDP 407: Undergraduate Studio in Urban Design and Planning
UrbDP 501: Resources for Urban Planning
UDP 507: 1st Year General Planning Studio

Main Areas of Research, Scholarship, or Practice
Community Planning and Design; Public Processes; Development of the Profession;
Educational democracy, interdisciplinary education; Community, Place and Planning;
Urban Change and Continuity; Socio-cultural dimensions of planning and places

Recent Grants and Research Projects
Principal Investigator, Townscapes and Urban Patterns of the Puget Sound, in conjunction with UW Undergraduate Research Program and the Mary Gates Community Service Program, Spring 2000-present
Toppenish/UW Connections, Preapplication, Washington Commission for the Humanities, Spring 1999

Selected Academic Experience
Associate Professor, Dept.’s of Urban Design and Planning and Architecture, University of Washington 1979-present
Director, Community and Environmental Planning, Interdisciplinary BA degree program, University of Washington, 1995-present
Chair, Dept. of Urban Design and Planning, University of Washington, 1986-96
Graduate Program Coordinator, Dept. of Urban Design and Planning, UW, 1984-86
Founding Director, Urban Design Program, a graduate-level Certificate Program for students in Architecture, Urban Planning, and Landscape Architecture, UW, 1976-86
Instructor, Civic Design, Planning, and Urban Studies programs, University of Pennsylvania, 1972-75

Professional Registration and Organizations
Member, American Institute of Certified Planners (AICP)
Member, American Planning Association
Member, 1996 APA National Awards Jury
Member, APA Urban Design and Preservation Division

Awards, Honors, and Grants
Participant, UW’s Teaching Academy, First Annual Institute for Teaching Excellence, June 13-18, 1999
UW, on behalf of CEP, 1999 Brozman Award for Instructional Excellence
UW College of Architecture and Urban Planning. Victor Steinbrueck Chair, 1995-96
Washington Chapter APA and PAW, Joint Annual Awards, Spring 1993
Honor Award, Urban Village Studio, Fall 1992
Progressive Architecture, 20th Awards Program. Urban Design Plan for San Francisco;
Senior urban Design Planner with Urban Design Group, San Francisco Dept. of City Planning, 1972
Selected Lectures

POWER OF PRESENCE, PLACE AND PLANS, The Last Lecture Series, UW, Feb. 12, 2000

John Stamets  
Lecturer

John Stamets teaches photography and runs the Architecture Photo Lab in the basement of Gould Hall. Since joining the faculty in 1992, he has created a very successful foundation course in photography oriented specifically to the needs and interests of future architects. He also leads an advanced “Special Projects” course in which students photograph a single topic or subject in-depth. The photography courses are mostly film-based with an art and documentary spin.

Stamets also runs the Architecture Photo Lab, which is open to all students at CAUP for the purposes of photographing models, art work and other built objects.

In his outside architectural photography practice, he specializes in historic building documentations to HABS/HAER standards for the U.S. Library of Congress and other archives. As a documentary artist, he prefers photographing buildings under construction in large format. Among the construction sites he’s photographed are for two buildings designed by Rem Koolhaas (Seattle Central Library and IIT Campus Center in Chicago); two designed by Frank Gehry (Experience Music Project in Seattle and Pritzker Music Pavilion in Chicago) and two designed by Santiago Calatrava (Milwaukee Art Museum and Sundial Bridge in Redding, CA).

Before turning to architectural photography in 1990, Stamets worked mainly as a photojournalist with one book published: Portrait of Market, Real Comet Press, Seattle, 1987. He received his B.A. degree in 1971 from Yale College, where he had the opportunity to study with the late documentary photographer Walker Evans.

Degrees  
B.A., Yale, 1971

Teaching Responsibilities  
Arch 410 – Intro. To Architectural Photography, spring, summer, fall
Arch 413 – Special Projects in Photography, winter

Main Areas of Research, Practice  
HABS/HAER photography of historic properties
Construction photography

Selected Publications & Reports  
“Historic Construction Record (HCR) Project”, pg. 405-417, Proceedings of ACSA 93rd Conference 2005

Selected Professional Experience  
HABS/HAER photography of numerous buildings and bridges in Washington State

Awards, Honors & Grants  
Sustaining Artist Award – Seattle Arts Commission 1999

Selected Artwork in Exhibitions  
“BAM as Built” – Bellevue Art Museum
Construction Photographs” – Esther Claypool Gallery
1999“As Built, As Buried” – Photographic Center NW
Anne Hayden Stevens
Lecturer

Anne Stevens teaches courses in digital art and design with an emphasis on freehand drawing and painting in the digital realm. A practicing fine artist and graphic designer, she received a Master of Design (Visual Studies) from the College of Environmental Design, UC Berkeley, and her BFA from the California College of Arts and Crafts.

Anne Stevens has lectured and exhibited her work nationally and internationally. Her work is held in over twenty collections across the United States. Recently her work was featured in two retrospective exhibitions in San Francisco, CA: the Founder’s Day Exhibition at CCACSF and 25 Years of BookArts at the SF Center for the Book. She is represented in Seattle by Wessel Lieberman booksellers, and the Fountainhead Gallery.

Degrees
MA Design, UC Berkeley, 1997
BFA Printmaking and Drawing with Distinction, California College of Arts & Crafts, 1991

Teaching Responsibilities
Architecture 416: Freehand Drawing in the Digital Realm
Architecture 417: Advanced Topics in Digital Drawing

Main Areas of Research, Practice
Intermedia Fine Art
Collaborative Public Art
Book Arts

Selected Publications & Reports
2006 Hybrid Media SKIN 3.0, design folio, Department of Architecture, University of Washington, Seattle WA
2005 Five drawings from the NHOOD series included in Litrag, Issue 19.

Selected Academic Experience
Lecturer, College of Environmental Design, UC Berkeley
Associate Professor, California State University Hayward Extension Program
Multimedia Certificate Program

Selected Professional Experience
Hayden Press: web design/book design
Permanent Artworks: Murals, College of Education, University of Washington Murals, Seattle Municipal Tower, Seattle WA
Artist in Residence, Seattle Department of Transportation
Artist in Residence, Bellevue Art Museum, Pacific Northwest Annual

Selected Public Service
Board Member, SPACE Sand Point Arts & Cultural Exchange
Brown Bag Presentations, Design Machine Group, University of Washington
Career Week Panel Presenter: Careers in the Arts, University of Washington
Panelist, Catalyst Portfolio Review, University of Washington

Awards, Honors & Grants
2001 STF Grant: $68,000. Improving Labs in UW CAUP.

Selected Presentations
Gallery Representation: Fountainhead Gallery, Seattle
2007 VISUAL WAYFINDING Murals for the Seattle Department of Transportation
2005 COLLEGE OF EDUCATION MURALS, Miller Hall University of Washington, Seattle.
2005 September: solo exhibition NEW WORK, Fountainhead Gallery, Seattle
2005 FACULTY EXHIBITION, Jacob Lawrence Gallery, School of Art, University of Washington
2003 INTERACTION STUDIES (solo exhibition), Fountainhead Gallery, Seattle,
LINKAGES 2003: THE HUMAN FIGURE, Fountainhead Gallery, Seattle
2002 ART OF CHANGE: A Benefit Exhibition for Unicef, Kirkland Art Center, Kirkland, WA:
    Juror: Jason Huff
2002 REVEALING THE MYSTERIES: The Development of the Artist's Book in the Bay
    Area, San Francisco Center for the Book, San Francisco, CA
2002 FIRE STAIR: Window Installation (solo exhibition) 911 Media Arts, Seattle, WA
2000 THE WHOLE WORLD IS WATCHING: Art, Images and Literature from the WTO
    Protests, Center on Contemporary Art, Seattle
2000 PACIFIC NORTHWEST ANNUAL: Artist in Residence, Bellevue Art Museum,
    Bellevue WA, Curator: Brian Wallace
David Strauss,
Affiliate Assistant Professor

Degrees
Ph.D. Architecture, M.S. Architecture, University of Pennsylvania.
M.Arch, University of Washington.
B.A. Design of the Environment, University of Pennsylvania.

Teaching Responsibilities
Graduate design studio; thesis advisor; undergraduate theory seminar

Main Areas of Research, Practice
Research: Town planning; design and existing building fabric; building renovation
Practice: Public architecture; building renovation; historic building conservation and restoration

Selected Publications & Reports

Selected Academic Experience
Affiliate Assistant Professor, University of Washington, 2001 – present.

Selected Professional Experience
SHKS Architects, principal. 1999-present.

Selected Public Service
Pioneer Square Preservation Board, term beginning May 2002.

Awards, Honors & Grants
ALA/AIA Library Award: Suzzallo Library, 2002
Seattle Chapter AIA Award of Merit: Everett Public Library Addition, 1991
Washington Trust for Historic Preservation Citation: King County Courthouse, 1987

Selected Papers & Presentations
Dream and Spectacle in the Project of 15th Century Ferrara and the Piazza Nuova.
Sharon E. Sutton, Ph.D., FAIA
Professor

Dr. Sharon E. Sutton, FAIA is Professor of Architecture and Urban Design, Adjunct Professor of Social Work, and Director of CEEDS (Center for Environment, Education, and Design Studies) at the University of Washington. She has been an architecture educator since 1975, having held positions at Pratt Institute, Columbia University, the University of Cincinnati, and the University of Michigan where she became the first African American woman in the United States to be promoted to full professor of architecture. She teaches design studios and offers seminars in the ethics of professional practice and the history of architects as civic leaders.

The author of numerous books, book chapters, reports, and articles, Sutton's research focuses on youth, community, and social justice. Her recent research report, Urban Youth Programs in America, describes what low-income and minority youth contribute to community development; her earlier book, Weaving a Tapestry of Resistance, is based on a three-year evaluation of a K-12 design education program she founded while at the University of Michigan. Her research has been funded by the Ford Foundation, W. K. Kellogg Foundation, William and Flora Hewlett Foundation, Robert Wood Johnson Foundation, National Endowment for the Arts, Aspen Institute, Tukwila School District, University of Michigan, University of Washington, Vanderbilt University, and the Washington State Department of Transportation. Sutton is a frequent distinguished lecturer at colleges and universities, and has keynoted professional conferences in art, architecture, interior design, landscape architecture, planning, and psychology.

Formerly a Kellogg National Fellow as well as a Danforth Fellow, Sutton has degrees in music, architecture, psychology, and philosophy, all earned in New York City. She is a Fellow in the American Institute of Architects, a Distinguished Professor of the Association of Collegiate Schools of Architecture, and an inductee in the Michigan Women’s Hall of Fame. Her fine art has been exhibited in and collected by galleries and museums, business enterprises, colleges and universities, and the Library of Congress. Sutton previously practiced architecture in New York City, once performed in the orchestras of the Bolshoi and other ballet companies, and has played in the orchestras of such Broadway hits as Man of La Mancha, Fiddler on the Roof, and A Funny Thing Happened on the Way to the Forum. She currently serves on the Mayor's Urban Sustainability Advisory Panel, and recently received an award for community service from the Seattle Chapter of the American Institute of Architects.

Degrees
PhD and MA in Psychology (1982), M. Philosophy (1981): City University of New York
M. Architecture (1973): Columbia University
B. Music (1963): University of Hartford
Registration (NY and WA); NCARB Certified

Teaching Responsibilities
Design Studios: Undergraduate
Seminars: Ethics of Professional Practice; Architects as Civic Leaders
Advising: Doctoral Students
(Adjunct Appointment in the School of Social Work)

Main Areas of Research
Youth and Community Development
Youth and Social Justice
Participatory Research and Design

Selected Referred Publications
Books and Monographs

Book Chapters and Journal Articles


**Selected Academic Experience**
- 1998-Pres: University of Washington (Professor with Tenure)
- 1984-1997: University of Michigan (Professor w Tenure - Assoc Professor wo Tenure)
- 1982-1984: University of Cincinnati (Assistant Professor)
- 1981-1982: Columbia University (Adjunct Assistant Professor)
- 1975-1981: Pratt Institute (Visiting Assistant Professor)

**Selected Sponsored Research & Demonstration Projects**
- **Constructing a Social Justice Framework for Youth & Community Serv (Ford Foundation)**
- **Research Roundtable on Social Justice (Ford Foundation)**
- **Build-a-School Community Case Study (Tukwila School District)**
- **The Race Project (The Aspen Institute)**
- **The Urban Network (W.K. Kellogg Foundation, National Endowment for the Arts)**

**Selected Public Service**
- 2007-Pres: Seattle Design Review Board (City Council Appointee)
- 2004-Pres: Urban Sustainability Advisory Panel (Mayoral Appointee)
- 2000-2004: Seattle Design Commission (Mayoral Appointee)
- 1991-1999: Center for Living Democracy (Chairman of the Board, Founding Member)

**Awards, Honors & Grants**
- 2005: AIA Seattle (Community Service Award)
- 1997: Michigan Women’s Hall of Fame (Life Recognition Award)
- 1996: ACSA (Distinguished Professor Award)
- 1995: American Institute of Architects (Elevation to Fellowship)
- 1986-1989: W.K. Kellogg Foundation (Group VII National Fellowship)
Andris Vanags  
Senior Lecturer Emeritus

Andy Vanags teaches in the technological foundations studio, the beginning studio for undergraduates; light frame building assemblies; materials and processes and two furniture design studios, one for undergraduates and one for graduate students.

His areas of interest include furniture design and design/build practice. In the last two decades, he has constructed nine playgrounds in the community with students from the playground studio. In his design/build practice, he has designed and built residences in Washington, British Columbia, Vermont, Colorado, and Oregon. Each of these residences had tested a modification of or incorporated a new framing system. His students in the furniture design studios have consistently won prizes for their studio projects at competitions, receiving 15 awards in the last ten years.

Mr. Vanags received his B.F.A. in Industrial Design from the University of Washington.

Degrees  
BFA Industrial Design University of Washington 1968

Teaching Responsibilities  
Arch 504 Furniture Design Studio (winter quarter)  
Arch 430 Materials and Processes (fall quarter)

Main Areas of Research, Practice  
Design/Build Practice, Light Framing research

Selected Publications & Reports  
Seismic Hazards in Unreinforced Masonry Buildings in the Pacific Northwest  
National Science Foundation Grant 1984

Selected Academic Experience  
Visiting Faculty Liverpool University UK, Seminar on Light Frame Construction, Dominican Republic, Visiting Faculty University of Trondheim Norway

Selected Professional Experience  
Design/Build Practice 6 projects completed 1992-2000

Selected Public Service  
Construction of 11 Playgrounds in Seattle area, 3 projects in International District Community Garden.

Awards, Honors & Grants  

Selected Presentations  
Presentation of Student Furniture Design, Trondheim, Norway
Douglas Zuberbuhler
Senior Lecturer, Associate Dean

Doug Zuberbuhler teaches design studio and graphics and is a former chair of the Department of Architecture. He is a recipient of the Graduate School’s Innovative Teaching Award. His specific interests are in design development and construction technology. He currently serves as the Graduate Program Coordinator for the Department of Architecture. A registered architect, he received his B.Arch from the University of Idaho and his M.Arch. from the University of Washington.

Degrees
- B. Arch., University of Idaho, 1967
- M. Arch., University of Washington, 1968

Teaching Responsibilities
- ARCH 300 – Introduction to design
- ARCH 315 – Design Drawing III
- ARCH 311 – Architectural Design Drawing II
- ARCH 316 – Design Drawing IV

Main Areas of Research, Practice
- Construction materials and assemblies
- Architectural graphics
- Professional practice

Selected Publications & Reports
- "Historic Recording of the Burke Building, 2nd Avenue, Seattle, Washington; using photogrammetric techniques." Historical American Building Society grant (with David Bonsteel, Victor Steinbrueck, and Jerry Hautamaki), 1971
- "Investigation of Representation of Space Using Spherical Perspective." College funded, 1969
- "Development of Representation and Simulation Laboratory." Innovative Teaching Fund grant (with James Donnette 1972-73)

Selected Academic Experience
- Associate Dean for Academics and Operations, 2005 to present
- Chairman, Department of Architecture, 1993-96
- Acting Chairman, Department of Architecture, Autumn quarter, 1992
- Assistant Chairman, Department of Architecture, 2003-05
- Graduate Program Coordinator, Department of Architecture, 1987-93; 1996-2005
- Disaster Resistant University Project Steering Committee, 2000-2003
- College Representative – Programming and Building Committee for Architecture Hall Renovation Project 2004 to present

Selected Professional Experience
- Architectural registration, State of Washington, 1971
- Established private practice, Zuberbuhler Associates, Architects, 1973

Selected Public Service
- Member, King County Stadium Steering Committee, 1973
- Member, Queen Anne Community Council Board of Trustees, 1983
- Grader, NCARB Professional Design Examination (Western Region), 1981
- Juror, REX Awards (Remodeling Excellence), Master Builders Association, 1994
- Juror, AIA Washington Council Civic Design Awards, 2005

Awards, Honors & Grants
- Tau Sigma Delta
- Faculty Frame, 1987
- Gerald A. Williams Prize, 1993; 1999
- Lional Pries Award 2005
4.4b Part-time Lecturers

Charles Holt Anderson
Lecturer

Degrees
- BA University of Washington 1981
- Masters in Architecture Columbia University 1984

Teaching Responsibilities
- Undergraduate design studio 302

Main Areas of Research, Practice
- Small architectural practice
- Residential, office buildings, warehouses, camp buildings

Selected Publications & Reports
- Arcade Autumn 2001 article “John Morse and Hilltop Community”

Selected Academic Experience
- Undergraduate design studios

Selected Professional Experience
- Active private practice since 1992 2-5 employees
- Integrus Architects Seattle 1989-1992
- Cardwell Thomas Seattle 1987-1989
- Susanna Torre Architect NYC 1985-1987
- Open Atelier of Design NYC 1984-1985
- Steven Holl Architects NYC 1982-1984

Awards, Honors & Grants
- Jury member for Sunset Design awards fall 2005
- Merit Award Wood Design 1999
- Merit Award Wood Design 1998
- Honor Award Sunset 1997
Catherine Barrett
Lecturer

Degrees
Ph.C., Art History, University of Washington, June 2005
M. Arch., University of Washington, 1980
B.F.A., California State University at Northridge, 1975

Teaching Responsibilities
Arch 455 (Gothic Architecture) S07, W06
Architecture 100, 302, 400, 401, 402, 505 (Design Studios) 1998 to 2002
Arch. 415 (Architectural Sketching) 1986 to 2006
Arch. 498 (Column 5 Production) 1989 to 1996
English 197 (Writing Link to Art History surveys) AWS 2003/2004

Main Areas of Research, Practice
Medieval Architecture and Urbanism in Research, Residential and Light Commercial,
Religious Architecture in Practice

Selected Publications & Reports

Selected Professional Experience
Licensed Architect in the State of Washington since 1983
Sole Practitioner of Barrett & Co. since 1984

Selected Public Service
2006/2007: Assisting UW Special Collections with medieval manuscript identification and
computer database structure.
March 2002: Team Leader for Annual Charrette in UW CAUP sponsored by the Center for
Environment, Education, and Design Studies.
Production Manager and Editor.

Awards, Honors & Grants
2005: Fulbright Finalist for study in France.
2005: Alternate, Chester Fritz International Fellowship, UW.
2004: Research and Recognition Grant, School of Art, University of Washington.
Fall 1988: Northwest Institute for Architecture and Urban Studies fellowship at the Palazzo
Pio in Rome.
Summer 1985: Co-author of NEA grant for $29,000 of matching funds for ARCADE and
BLUEPRINT: For Architecture.
May 1984: Seattle Landmarks Preservation Board Citation
March 1981: Cash award for entry in Los Angeles American Institute of Architects
competition "L.A. by L.A."

Selected Papers & Presentations (Artwork in Exhibitions)
"A Summa and Proposal for the Study of Medieval Town Foundations in Languedoc," UW
Medievalists Symposium, November 2004.
Three Dimensional Texts: Ideals Born of Memory and Conflict," International Medieval
"The Mirror and the Crystal Ball: Three Dimensional Texts in Cordes, France," 39th
"Defiance and Compliance in the First of the French Bastides," Medieval Academy of
America, April 2004.
"Cordes as an Example of the Recovery of Memory Through Veneration and Invention,
Center for Medieval and Renaissance Studies at Binghamton University, November
2002.
Edward Bartholomew, IALD, LEED™ AP, IESNA, LC
Lecturer

Degrees
BA San Francisco State Univ. SF, CA
MFA Parsons School of Design, NYC, NY

Teaching Responsibilities
Arch 435, Arch 498B

Main Areas of Practice
Architectural Lighting Design

Selected Publications & Reports
Professional Lighting Design "Seattle Main Library -Critique" 2005
Display and Design Ideas Magazine-Interview, 2004
European Homes & Gardens Magazine-Interview, 2004
Professional Lighting Design "In Praise of Darkness", 2004
Lighting Design and Application "Two Artists of Light", 1996

Selected Academic Experience
Academy of Art College, SF, CA 1997-2001

Selected Professional Experience
Twenty years of lighting design experience
Studio Lux, Seattle, WA. 2001 to 2005

Selected Public Service
AIA Seattle –Diversity Committee, since 2002

Awards, Honors & Grants
IESNA Puget Sound Section -Guth Award -Benaroya Headquarters (Studio Lux)2004
IESNA Pacific NW Regional -Guth Award -Barrier Motors (Studio Lux) 2003
IESNA Golden Gate Chapter -Award of Merit, -St. Peters Church (Lindsley) 2001
IESNA Golden Gate Chapter -Award of Merit, -Elroy’s Restaurant (Lindsley) 2001
IESNA Golden Gate Chapter -Award of Merit, -301 Restaurant (Lindsley) 1998
Howard Branston Student Lighting Design Grant, -First Place 1995

Selected Papers & Presentations (Artwork in Exhibitions)
LightFair 06
LightFair 04
LFI Conference Advisory Committee, 2006
New Products Showcase –Judge, 2004
Wyn Bielaska  
Lecturer

<table>
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<tr>
<th>Teaching Responsibilities</th>
<th>Design Studio in Masters of Architecture Program</th>
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<tr>
<td>Main Areas of Research, Practice</td>
<td>Design Studio in Masters of Architecture Program</td>
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<tr>
<td>Selected Academic Experience</td>
<td>University of Toronto – Faculty of Architecture Design Studios – 1989-1991</td>
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<td>U of Washington-Design Studios 2002-present</td>
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<tr>
<td>Selected Professional Experience</td>
<td>Arthur Erickson Architects –Toronto/Los Angeles/Vancouver – 20 years</td>
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<tr>
<td>Selected Public Service</td>
<td>Served on several Design Juries</td>
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<tr>
<td>Awards, Honors &amp; Grants</td>
<td>Awards for the AIA the last 6 years</td>
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<tr>
<td>Artwork in Exhibitions</td>
<td>Represented By the Tatar Gallery in Toronto and the William Traver Gallery in Seattle for Art Photography</td>
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Peter Brachvogel
Lecturer

Degrees
University of Washington, BA Arch
University of Michigan, M Arch

Teaching Responsibilities
Arch 400 Studio, UW School of Architecture, 2004-Present

Main Areas of Research, Practice
Urban Design, Architecture

Selected Publications & Reports
“New Village and Housing Part of $10M Roche Harbor Rehab” Daily Journal of Commerce
June 4, 2001
“Simply Summer” Home Magazine July/August 2001
“Poulsbo Project Designed to Bridge Houses and Highway” Daily Journal of Commerce
December 14, 2001
“Spring Fling: Cruise the San Juan Islands From Roche Harbor Village” Sea Magazine
May 2002
“Building To Last: Overhangs Extended Coverage” Coastal Living May-June 2002
“Planners See Bold Future for Ferry Yard” Bainbridge Island Review February 26, 2003
“Roche Harbor Seaside Village Could Cost $35M to Develop” Daily Journal of Commerce
June 12, 2003
$3M Friday Harbor Center to Replace Burned Buildings” Daily Journal of Commerce
August 11, 2003
“Friday Harbor Recovering From Last Year’s Fire” Sea Magazine December 2003
“Bringing World Class Ideas Home” North Kitsap Herald November 5, 2005
“Port Master Plan Doesn’t Make Waves” North Kitsap Herald April 15, 2006
“Huge Plans for Little Kingston” Kitsap Sun July 23, 2006

Selected Academic Experience
Seaside Institute Summer Lecture Series 2006

Selected Professional Experience
Founder, BC&J Architects
Town Planner, Roche Harbor WA

Selected Public Service
Planning Commissioner, City of Bainbridge Island 1996-2000
Winslow Tomorrow Community Design Team Leader 2005

Awards, Honors & Grants
Partners In Preservation Award for Outstanding Achievement in Historically Compatible
New Construction, Friday Harbor Center 2005
Garco Buildings Inc. Award for Best Overall Building, Friday Harbor Center  2006
Garco Buildings Inc. Award for Best Building of the Year, Friday Harbor Center 2006

Selected Papers & Presentations
AIP 15
Ryan Bussard, AIA, LEED AP
Lecturer

Degrees
Yale University, Master of Architecture
Ohio State University, Bachelor of Science in Architecture

Teaching Responsibilities
Team teach graduate architecture design studio (ARCH 502) with two colleagues from Perkins + Will

Main Areas of Research, Practice
Architecture

Selected Professional Experience
Educational Outreach Building and Visitor Center, University of Washington, Seattle, Washington
Husky Union Building, University of Washington, Seattle, Washington
Amgen AW4 Building, Seattle, Washington
Dendreon Corporation, Immunotherapy Manufacturing Facility, Multiple Projects
Frisco City Hall and Library, Frisco, Texas
Middlebury College Starr Library, Reuse and Proctor Hall Competition, Middlebury, Vermont
Shepherd College Performing Arts Center, Shepherdstown, West Virginia
Martha Graham School of Contemporary Dance, New York, New York
Middlecountry Public Library: Selden Cultural Center and Library, Selden, New York
UCLA Northwest Campus Housing, Los Angeles, California
University of the South Dining Hall, Sewanee, Tennessee
8 1/2 Brasserie, New York, New York

Awards, Honors & Grants
University of Washington Educational Outreach Building: AIA Washington Council Merit Award for Civic Design 2005
John J. Crone  
Lecturer

| Degrees               | M. Arch, University of Washington, 2002  
|                      | BA in psychology from University of Iowa, 1997 |
| Teaching Responsibilities | Arch 210, Arch 211 |
| Main Areas of Research, Practice | Design Drawing |
| Selected Academic Experience | Design drawing at the UW for three years. |
| Selected Professional Experience | Callison Architecture for three years, the past two as project architect on large retail projects. |
| Selected Public Service | “ACE” mentor, “ACE” is a national organization geared towards mentoring high school students interested in architecture, construction and/or engineering |
Benjamin Dalton  
Lecturer

**Degrees**  
Bachelor of Environmental Design in Architecture 2000 (North Carolina State University)  
Master of Architecture 2005 (University of Washington)

**Teaching Responsibilities**  
Arch-485 Winter quarter: a 3 credit lecture class entitled the Digital Craft Workshop. I am responsible for setting up and teaching proficiency on the Laser Cutter and coordinate with the UW Art Department to utilize 3-D printing and scanning tools.

**Main Areas of Research, Practice**  
PreFabrication, Digital Tools of Fabrication, Rapid Prototyping with specific knowledge in laser cutters and Fused Deposition Modelers  
Full-time employee of The Miller Hull Partnership - Seattle, WA

**Selected Publications & Reports**  
KIRO News interview on 6:00 news Dec; 2006  
Team Hybrid: *Arcade* Vol. 22.2, Winter 2003

**Selected Academic Experience**  
Instructor for Form-Z workshop at NCSU 1998  

**Selected Professional Experience**  
The Miller Hull Partnership (Seattle WA) - Residential and Public Work  
Pacific Rim Architecture (Seattle, WA) – Multifamily and Religious  
Smith Sinnett Associates (Raleigh, NC) – Public Schools and Civic Buildings

**Selected Public Service**  
Project Manager for Architects Without Borders Seattle(AWB) for a boys orphanage in Sri Lanka for 250 male orphans. (2005-current)  
Sponsored by Allied Arts in the “Waterfront Design Collaborative” as part of “Team Hybrid” (2003)

**Awards, Honors & Grants**  
Recipient of the Poole Scholarship for studying architecture in Berlin, Germany at Kunstochschule in Wiessensee – Fall 1999.

**Selected Papers & Presentations (Artwork in Exhibitions)**  
Published: “Vespa Dealership”. *Skin*: UW Depart. Of Architecture studio folio 2004  
Part of UW “Fish Bowl” studio exhibitions on (3) occasions during my 2004-2005 graduate work.
<table>
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<tr>
<th>James A. Diers</th>
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<tr>
<td>Lecturer</td>
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<th>Degrees</th>
<th>B.A., Grinnell College</th>
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<td>Teaching</td>
<td>One class per year on “Community Driven Development”</td>
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<td>Responsibilities</td>
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<td>Main Areas of</td>
<td>Community Organizing, Community Development</td>
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<td>Research, Practice</td>
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<tr>
<td>Selected Academic Experience</td>
<td>Adjunct faculty for UW School of Social Work, Grinnell College, and Asset-Based Community Development Institute of Northwestern University</td>
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<tr>
<td>Selected Professional Experience</td>
<td>Director of community organizing project, community development corporation, community foundation, and City of Seattle Department of Neighborhoods</td>
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<td>Selected Public Service</td>
<td>Served on boards of American Friends Service Committee and Historic Seattle and on advisory committees for Real Change, Antioch University, UW Landscape Architecture, Pomegranate Center, etc.</td>
</tr>
<tr>
<td>Awards, Honors &amp; Grants</td>
<td>Honorary doctorate from Grinnell College, Public Employee of the Year from King County Municipal League, and Innovations Award from Kennedy School of Government</td>
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<td>Selected Papers &amp; Presentations</td>
<td>Keynote speeches for International City Managers Association, Project for Public Spaces, Safe Streets/Safe Cities, Local Government Commission, and conferences in Paris, Taiwan, South Korea, Japan, and Australia</td>
</tr>
</tbody>
</table>
Christopher Dixon  
Lecturer

Degrees  
B Arch, Washington State University

Teaching Responsibilities  
Arch 572 University of Washington

Main Areas of Research, Practice  
Architecture

Selected Publications & Reports  
Effective Strategies for LEED Documentation  
Construction Specifier, November 2003


Selected Public Service  

Awards, Honors & Grants  
Electronic Publications Commendation, CSI NW Region Conference, May 2001  
Chapter Citation Puget Sound Chapter CSI, June 2001

Selected Papers & Presentations  
Understanding LEED; University Sustainable Series, Lewis and Clark College, 2000

The LEED Rating System; McCarthy Construction Winter Quarter Educational Seminar, 2000


Specifying Interior Finishes, CSI ProSpec Annual Trade Show, March 2001

Sustainable Design; US Department of Energy P2 Conference, Panelist/Speaker, June 2001


Sustainable Materials Session 2; Washington State University Sustainable Design and Construction Series, Spokane, WA January 24.

Healthy Indoor Environments - Materials Selection; CSI Puget Sound Chapter ProSpec Tradeshow March 19, 2002

Writing Good Green Specifications; EnvironDesign6, Seattle, WA, April 2002.


LEED Documentation; Greenprints 2003, Atlanta, GA.


Moderator: Session 1B - Carpet Panel Discussion; GreenWorld 2003, Seattle WA.


Understanding the LEED Rating System; CSI Northwest Regional Conference, Boise, ID October 2003.


LEED Documentation; CSI National Convention, Las Vegas, NV March 2006

LEED Documentation; World of Concrete National Convention, Las Vegas, NV January 2007
<table>
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<tr>
<th>Bruce Donnally</th>
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<th>Degrees</th>
<th>BS arch 1979, University of Virginia</th>
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<td>March 1982, Yale University</td>
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<th>Main Areas of Practice</th>
<th>Residential, Commercial</th>
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<th>Arch 578 Case Studies in Architecture Practice, Autumn Quarter</th>
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<th>Selected Professional Experience</th>
<th>1982-1995 Gwathmey Siegel &amp; Associates Architects, Associate</th>
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<tr>
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<td>1995-2000 LMN Architects, Principal</td>
</tr>
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<td>2000-present Donnally Architects, Owner</td>
</tr>
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Barbara Erwine
Lecturer

Degrees
MArch, UC Berkeley, California
BA, Chemistry, University of Miami, Oxford, Ohio

Teaching Responsibilities
Architecture 331 and 431 (Passive Environmental Controls)

Main Areas of Research, Practice
Daylighting Design and Analysis
Electric Lighting Design & integration with daylighting
Passive Solar Heating and Cooling Design and Analysis
Sustainable Design (Site design, water conservation, materials and resources, energy & indoor environmental quality)
LEED Rating System
Design for Cohousing

Selected Publications & Reports
Safe and Healthy School Environments, Chapter on Lighting. Oxford University Press, 2005
Lighting for Learning, Barbara Erwine & Lisa Heschong, Lighting Design & Application, May, 2002, pg 76

Selected Academic Experience
University of Washington Courses:
Arch 435: Principles and Practice of Environmental Lighting
Arch 431: Environmental Control Systems: Fall 2001
Arch 498: Measurement & Meaning: Spring 2002, 2001 (co-taught w/ Marietta Millet)
Illuminating Engineering Society of North America (IESNA) Instructor
Lighting Workshop for Teachers (‘95)
IESNA ED-100 and ED-150 Daylighting Classes (1994-02)

Selected Professional Experience
Paladino & Company: 2004 - present
Senior Consultant for Sustainable Design
Generates sustainable daylighting design solutions for commercial, industrial and residential buildings. Researches sustainable design options, conducts Post Occupancy Evaluations and teaches courses on sustainable design approaches.
Cascadia Conservation Sole Proprietor: 1989 - 2004
Daylighting consultant/educator/researcher
Lighting Design Lab, 1990 - 1999
Daylighting Specialist
Managed the Daylighting Facility Consulted on over 150 architectural projects
Conducted over 70 architectural model studies & computer lighting simulations
Taught professional classes and workshops

Selected Public Service
Sanislo Elementary School: Member of Playground Design Committee and School Design Committee (1998-2001)
Expanding Your Horizons (speaker 2001): young women’s conference on careers for women in science and technology

Selected Papers & Presentations
Daylight: Healthy, Wealthy and Wise, Barbara Erwine and Lisa Heschong, Architectural Lighting, April/May, 2000
Cynthia Stanley Esselman
Lecturer

Degrees
BFA Graphic University of Washington 1978
M ARCH University of Washington 1993

Teaching Responsibilities
ARCH 210-211, 1995-present

Main Areas of Research, Practice
Architecture in the Landscape
Graphic communication of conceptual design
Evolution of the design process
Graphic communication of the development of form and space in architecture
Graphic Architectural representation

Selected Professional Experience
Senior Graphic Designer, Physio-Control Corp 1980-1988
Art Director, J. Rockey PR, 1988-1990
Project Architect, Anita Lehmann Architects 1993-2004

Selected Public Service
President, Shoreline Public Schools Foundation Board 2004-Present

Artwork in Exhibitions
Illustrations for “Statics and Strength of Material for Architecture and Building Construction”, by B. Oouye and K. Kane, 2006
Watercolor exhibited at Seattle Academy of Fine Art
Landscape subject 2006
Nina Franey  
Lecturer

Degrees  
BA in Architectural Studies, University of Washington  
March, University of Washington

Teaching Responsibilities  
Studio instructor, Arch 300, Fall 2006

Main Areas of Research, Practice  
Residential Design & Build

Selected Publications & Reports  
“Cultivated Dwelling,” Skin, 2004

Selected Academic Experience  
Arch300, University of Washington | studio instructor, Fall 2006  
University of Washington Architecture in Rome | teaching assistant, Fall 2003

Selected Professional Experience  
Edge Design & Build | Partner, 2004 to present  
Lawrence Architecture | Intern, 2002  
BOLA Architecture + Planning | Intern, 2000-2001

Selected Public Service  
Homeless Children International: Kenya | Volunteer, providing architectural consultation and research for expansion of their LTK campus  
Expanding Your Horizons | Seminar Instructor for college bound female high school students, 2000  
Historic Seattle | Volunteer, cataloguing the work of Seattle modern architect Robert Reichert, 1999  
Casas por Christo | Volunteer, constructing homes in Juarez, Mexico, 1996

Awards, Honors & Grants  
Thesis Medal with Nicole Taylor, “Cultivated Dwelling,” 2004  
Henry Adams Medal 2003  
Elizabeth Ayer Scholarship academic year 2002-2003  
Jerry Finrow Rome Scholarship academic year 2002-2003  
AIA Western Washington Chapter Student Scholarship academic year 1997-1998  
Fritz Scholarship Fall 1997

Selected Papers & Presentations  
“A House for Andrei Tarkovski” competition entry exhibited in Transylvania, Romania, sponsored by Ordinul Arhitectilor din Romania Fillala Sibiu-Valcea
Prentis Cobb Hale, IV
Lecturer

Degrees
Master of Architecture, University of Washington, Seattle, WA, 1996.
Bachelor of Arts, Yale University, New Haven, CT, 1991.

Teaching Responsibilities
Undergraduate and Graduate design studio lecturer
Responsibilities: Studio curriculum, Project briefs, Studio Reader, Case Study Presentations, and desk and review critiques, evaluations.

Main Areas of Research, Practice
Principal of SHED, a design/build firm founded in 1998
Project types: Residential and Commercial building design, Architectural metal fabrication
Research: Ongoing research into Seattle building types

Selected Publications & Reports
Fiori, Marmi, Lapidis, 2006
Motofficine di Roma, 2005
Canal Steps, 2004
Kingdome, 2001

Selected Academic Experience

Selected Professional Experience
Principal, SHED, Seattle, WA, September 1998 - present.

Awards, Honors & Grants
AIA Citation, Park Project, AIA/Seattle Honor Awards, 1998.
Allied Arts Foundation Grant, Rectifier Project, 1998.
AIA Citation, Rectifier Project, AIA/Seattle Honor Awards, 1997.
Faculty Award, College of Architecture and Urban Planning, University of Washington, 1995.

Selected Papers & Presentations (Artwork in Exhibitions)
Model Home Show, SHED, Seattle, WA, 2007
ARS Arte + Libri, Last Minute, Bergamo, Italy, 2007.
ARS Arte + Libri, Motofficine, Bergamo, Italy, 2005.
BLURRED Exhibition, CoCA, Seattle, WA, 2002.
Breadbox Exhibition, SHED, Vancouver, B.C., 1999.
Breadbox Exhibition, Rectifier, Vancouver, B.C., 1999.
Stefan Hampden
Lecturer

Degrees
Masters of Architecture, University of Washington, 1997
Bachelor of Environmental Design, University of Colorado, 1993

Teaching Responsibilities
Lecturer ARCH 300: Stick studio 1999-present

Main Areas of Research, Practice
Practice: Principal, CAST design llc. Seattle WA
www.cast-db.com

Selected Publications & Reports
Publication of the Meehan Residence: Beautiful Baths
Northwest Home + Garden Jan-Feb: 2005

Selected Academic Experience
Lecturer, University of Washington, College of Architecture Urban Design
9/99 to present. ARCH 300 Architecture Design Studio
9/03 to present. ARCH 315 Design Drawing III
Adjunct Faculty, University of Colorado, Department of Architecture
1993-94, Architecture and Computing

Selected Professional Experience
Fremont Town homes 2006-
Leibow Residence 2005-2006
Hamilton Residence 2005-2006
Zavada Residence 2004-2005
Waterfront Charette, 2004
Meehan Residence 2003-2005
Grieger Cabin, Addition 2003-2005
World Trade Center Memorial Competition 2003
Currier Residence 2003-2004
Norris Residence 2002
WTCp: World Trade Center Proposal 2002
Nosler Residence 2001
TRANSpier 2000.
Newlin Residence 2001
McCotter Hulett Residence 2001-2002
Rosencrantz and Guildenstern Residences 1999-2001
Bauer/Bernheim Residence 1999-2001
Peters/Goebel Residence 1998-1999

Selected Public Service
Interbay community P-patch kiosk, design and construction. 2006
Interbay community P-patch community center design and construction as part of a team from CAST design build inc. 2001

Awards, Honors & Grants
Conceptual Award Winner, TRANSpier, American Institute of Architects, Seattle Chapter, 2000

Selected Presentations
CHAIR AFFAIR: Furniture Competition, Best Student Design in Open Category, Boise 1997
**Richard W. Hobbs, FAIA**  
Lecturer

| **Degrees** | Master of Science in Architecture, Columbia University 1965  
Bachelor of Architecture, University of Washington 1964 |
| **Teaching Responsibilities** | Lecturer, Design Firm Leadership and Management |
| **Main Areas of Research, Practice** | Design and Strategic consulting to the design, development industry |
| **Selected Publications & Reports** | Contributor to the AIArchitect, the publication of the American Institute of Architects, 1990-2001 as Vice President for Professional Practice, AIA Washington DC |
| **Selected Academic Experience** | Lecturer, University of Washington, College of Architecture and Urban Planning  
Adjunct Associate Professor, University of Hawaii, School of Architecture  
Adjunct Professor, Washington State University, School of Architecture and Construction Management |
| **Selected Professional Experience** | Professional design awards for Architectural Excellence 1969-1987  
Elected Fellow in the American Institute of Architects 1986 |
| **Selected Public Service** | Numerous task forces, City of Seattle |
| **Awards, Honors & Grants** | Design awards, Seattle AIA, and numerous industry programs as principal in Hobbs Fukui Associates 1968-1985 and Hobbs Architectural Group 1985 - 1990 |
| **Selected Papers & Presentations** | Presentations at numerous AIA Regional Conferences, National AIA conventions and industry forums |
Hugh Hochberg
Lecturer

Degrees
Rensselaer Polytechnic Institute, BS in Building Science, 1968
Rensselaer Polytechnic Institute, B Arch, 1968
Harvard Graduate School of Business Administration, MBA, 1973

Main Areas of Research, Practice
The strategies, leadership, and management of design firm

Selected Publications & Reports
Success Strategies for Design Professionals
Oregon Architect
Architecture

Selected Academic Experience
Design Firm Leadership & Management, UW Extension Program
Contemporary Perspective on Practice, UW CAUP
Masters in Interdisciplinary Design Management, Hong Kong University

Selected Professional Experience
Consultant in The Coxe Group for 30 years; Managing Partner for 15 years

Awards, Honors & Grants
Honorary Member of AIA/Seattle

Selected Papers & Presentations
Numerous talks to such organizations as these:
AIA (nationally, regionally, and locally);
ACEC (American Council of Engineering Companies);
SMPS (Society of Marketing Professional Services);
AIBC (Architecture Institute of British Columbia);
Australia Institute of Architects
**Fred Holcomb**  
Lecturer

**Degrees**  
Master of Fine Arts in Painting from The University of the Arts, Philadelphia, PA  
Bachelor of Architecture, University of Washington, Seattle, WA

**Teaching Responsibilities**  
Instructor for Arch 210

**Main Areas of Research, Practice**  
In two-dimensional representation, the perceptual transformation of the flat surface to three dimensions is inevitable and profound, occurring with the first mark the artist makes on the paper or canvas. Through painting, I am investigating processes that contribute to the perception of depth on a flat surface. I am not intending to re-examine how well known systems are tools for creating the illusion of three-dimensionality, but to display the processes themselves as paradoxical structures.

**Selected Academic Experience**  
Auxiliary faculty for Arch 210 and 211 since 2002 (I taught Arch 211, 2002-2003 only)

**Selected Professional Experience**  
Owned and operated an architectural firm from 1979 to present. Firm has been inactive since 2006.

**Selected Artwork in Exhibitions**

**One Person Exhibitions**  
Solomon Fine Art, Seattle, WA “Panorama”  
Lawrence Gallery, Portland, OR

2005  
Solomon Fine Art, Seattle, WA, “Evolution”  
Solomon Fine Art, Seattle, WA “Recollections”

2003  
Lawrence Gallery, Portland, OR  
Solomon Fine Art, Seattle, WA, “Intuitions of Place”  
Lawrence Gallery, Portland, OR  
Solomon Fine Art, Seattle, WA, “The One Color”

**Group Exhibitions**  
Center for the Arts, Seattle University, Seattle, WA, “Painted On”  
SAM Gallery, Seattle, WA, “Referencing Nature”  
Highbeam Gallery, Philadelphia, PA, University of the Arts MFA Exhibit  
Rainbow Art Studio, Sitges (Barcelona), Spain  
Nordic Heritage Museum, Seattle, WA, “Nordic Artists Northwest”  
Obix Art Gallery, Philadelphia, PA, “Off the Wall”  
Art For Life,” Portland, OR, Invitational charity auction for Cascade Aids Project  
“PONCHO Invitational Fine Art Auction,” Seattle, WA, Charity auction for arts organizations  
SAM Gallery, Seattle, WA, “In Focus: Seattle Galleries at RSG”  
Lawrence Gallery, Sheridan, OR  
Shoreline Community College, Seattle, WA
David Hudacek  
Lecturer

| Degrees | Master of Architecture, University of Washington  
Bachelor of Science, Oregon State University |
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<tbody>
<tr>
<td>Teaching Responsibilities</td>
<td>Arch 478, Construction Documents and Computer-Aided Design</td>
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<tr>
<td>Main Areas of Research, Practice</td>
<td>Architecture</td>
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| Selected Academic Experience | Graphics lecturer, University of Washington, 1988-1992  
Construction documents and CADD lecturer, University of Washington, 1992-present |
| Selected Professional Experience | Architect, Principal, Rees Hudacek Architects, 1996-present  
Building Plans Examiner, City of Seattle, 2005-present |
| Selected Public Service | Emergency Preparedness Officer, U.S. Navy, 2003-present |
| Artwork in Exhibitions | Waterbrook Gallery, Walla Walla, WA, April-June 2004  
Harper’s Design Studio, Seattle, WA, September-November 2004 |
<table>
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<tr>
<th><strong>Robert Hutchison</strong></th>
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<tr>
<td>Lecturer</td>
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**Degrees**
- B.S. Architectural Engineering, Drexel University, 1990.
- B.S. Civil Engineering, Drexel University, 1990

**Teaching Responsibilities**
- Lecturer, Undergraduate and Graduate Design Studios

**Main Areas of Research, Practice**
- Principal, Hutchison & Maul Architects.
- Project Types include Residential, Commercial, Retail & Industrial.

**Selected Publications & Reports**

**Selected Academic Experience**
- Lecturer, University of Washington, A301 Design Studio, 2006.
- Regular Design Critic, University of Washington, 1996 – Present.

**Selected Professional Experience**
- Registered Architect, State of Washington, #8429.
- Registered Professional Engineer, State of Washington, #29669.
- Project Assistant, Jarmund/Vigsnaes Arkitekter, Oslo, Norway, 1995.

**Awards, Honors & Grants**
- 2002 PEEP Show Competition, Second Place Award, by Hutchison & Maul.
- 1998 Seattle AIA Merit Award, Conceptual Category, “PARKing”, (project by rectifier).
- Pamphlet entitled “rectifier”, Documented under a grant from Allied Arts Foundation, 1998.
- 1997 Seattle AIA Merit Award, Conceptual Category, “rectifier” (project by rectifier).

**Selected Papers & Presentations**
- Selected Papers by Prentis Hale & Robert Hutchison:
- Guest Editors, rectifier, Arcade Journal, Summer 1999, Volume 17.4
Mary Johnston, AIA  
Lecturer  

### Degrees  
BA: The Colorado College, Colorado Springs, CO, 1972  
MA Architecture: University of Washington, Seattle, WA, 1984  

### Teaching Responsibilities  
ARCH 400, ARCH 304: Design Studio  

### Selected Publications & Reports  
#### Magazines:  
- Architectural Record  
- Metropolitan Home Magazine  
- Seattle Homes and Lifestyles Magazine  
- Sunset Magazine  
- Northwest Home and Garden  
- Seattle Magazine  

#### Books  
- The New American Farm House  
- New Arts and Crafts Houses  

### Selected Professional Experience  
Registered Architect, Washington State  
1990-present: Principal and founding partner, Johnston Architects PLLC  

#### Selected projects:  
- Libraries  
  - South Park Branch, Seattle Public Library  
  - Capitol Hill Branch, Seattle Public Library  
  - Maple Valley Library, King County Library System  
  - Shoreline Library, King County Library System  
  - Richmond Beach Library, King County Library System  
- Residences  
  - Bandon Bluff House, Bandon, OR  
  - Grasshopper Ranch, Winthrop, WA  
  - Doyle/Ingeman Residence, Mazama, WA  
  - Laursen Barn, Auburn, CA  
  - Krysty Residence, Seattle, WA  
  - Kitchen Ranch, John Day, OR  
  - Multi-Family-Fremont Lofts, Seattle, WA  
  - Stonewater Townhouses, Seattle, WA  
  - Triangle Townhouses, Tacoma, WA  

### Selected Public Service  
- Seattle Design Commission  
- Public Art Advisory Committee  
- Advisory Council Yellowstone Park Foundation  
- AIA Diversity Roundtable  

### Awards, Honors & Grants  
- National AIA Honor Award (with Cutler/Anderson Architects), Maple Valley Library  
- AIA/Seattle Times Housing the Northwest Award, Fremont Lofts  
- AIA/Seattle Times Home of the Year Award, Stonewater Townhouses  
- Home Magazine Home of the Year, Klimes Residence  
- Sunset Magazine Western Home Award, Hull Residence  
- Juror, Seattle Times Home of the Year  
- Juror, Sunset Western Home Awards  
- Juror, AIA Nebraska Honor Awards
Umber Kazmi
Lecturer

Degrees
MARCH, Newschool of Architecture and Design, San Diego, CA2005
BS Arch Studies, University of Illinois, Champaign, IL1998

Teaching Responsibilities
AR322 Introduction to Structures III (Lecture and problem solving)
AR402 Design Studio VI

Main Areas of Research, Practice
International Urban Planning
International Project Design
Long Span Systems
Lateral Force Resisting Systems
Wood, Steel and Reinforced Concrete Design
Construction Management
LEED

Selected Publications & Reports
International Museum of Women, San Francisco2006
Seattle PI2004
Seattle Weekly2004
Naseeb Vibes2005

Selected Academic Experience
Adjunct Faculty, Newschool of Architecture and Design 2005-Present
Funkaar Studios, ARE courses2006-Present
Teaching Assistant, Newschool of Architecture and Design 2003-2005
Dreyfood School of the Arts2002

Selected Professional Experience
Construction Manager, 3D/I Parson, Los Angeles-San Francisco 2003-2005
Planner, 3D/I, Orlando, FL 2002-2003
Project Designer, Fanning Howey, West Palm Beach, FL 2000-2002

Selected Public Service
AIA Architect Registration Exam Seminars, LA-Pasadena-Irvine 2006-Present
Assoc. for Women in Architecture (Vice Pres)Present

Awards, Honors & Grants
Assoc. for Women in Architecture (Vice Pres)Present
Presidential Scholarship (NSA&D)2003-2005
Florida Green Bldg Coalition (Board Member)2003
IIT Academic Scholarship1995

Selected Presentations, Artwork
ADU Design competition, San Diego2004
Sadaa Voices of Women, U of Washington, Seattle 2004
Gallery 110, Seattle2004
Trilogy Art Studios, Sacramento2000
<table>
<thead>
<tr>
<th>Bradley Khouri</th>
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<th>Degrees</th>
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<tr>
<td>Master in Architecture, Harvard University, Graduate School of Design</td>
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<td>BA in Architecture, Washington University</td>
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<tr>
<td>Arch 302, 401</td>
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<tr>
<th>Main Areas of Research, Practice</th>
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<tbody>
<tr>
<td>Practice involves single and multi family, small commercial, graphic/web design, sculpture and photography. Research involves expression vs. representation in the design process.</td>
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<tr>
<th>Selected Publications &amp; Reports</th>
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<tbody>
<tr>
<td>Published Seattle Metropolitan Magazine, Oct 2006</td>
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<th>Selected Academic Experience</th>
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<tbody>
<tr>
<td>Lecturer at the University of Washington. Studio instructor Architecture 401. 2004, 2005</td>
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<tr>
<td>Studio Instructor, Boston Architectural Center, level A-2, The Human Presence 1992</td>
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<th>Selected Professional Experience</th>
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<tbody>
<tr>
<td>b9 architects inc. principal, Seattle, WA, October 2000 to Present</td>
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<tr>
<td>STUDIOs Architecture San Francisco, CA, project designer, November 1996 to August 2000</td>
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<tr>
<td>Loeb Fellowship, Harvard University GSD Cambridge, MA, assistant, 1993 to 1996</td>
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<tr>
<th>Artwork in Exhibitions</th>
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<tr>
<td>in-light Photography Exhibit at Rejuvenation, Issaquah, WA. 2003</td>
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</tbody>
</table>
Thomas A. Kinsman, P.E.
Lecturer

Degrees
University of New Hampshire

Teaching Responsibilities
Arch 476 – Design and the International Building Code

Main Areas of Research, Practice
24 year career with the City of Seattle construction regulation agency in successively more responsible positions;
6 year career in private practice as a consultant to architects, developers, and attorneys regarding construction regulation

Selected Academic Experience
Instructor of Edmonds Community College; 1994; Structural Design I and II

Selected Professional Experience
2001 – 2007 Sole Proprietor; T.A. Kinsman Consulting Company
1976 – 2000 City of Seattle Depart. of Const. & Land Use; 10 years as Principal Eng.
1969 – 1076 City of Seattle Eng. Depart; bridge design engineer and project engineer

Selected Public Service
15 year activity in Boy Scouts; including 4 years as scoutmaster
1987-1990 ICBO’s General Design Code Development Committee
Active in SEAW, including terms as Director and President Seattle Chapter
2005 – 2006 Member of the Washington State Building Code Council
Active in code development in both ICBO and ICC organizations for 20 years

Awards, Honors & Grants
1991 Engineer of the Year Award, SEAW, Seattle Chapter
2000 Government Engineer of the Year Award, Puget Sound Engineering Council
2000 Honorary Member, Washington Association of Building Officials
2001 Honorary Member, AIA, Seattle Chapter
Rena M. Klein, FAIA
Lecturer

Degrees
B. Arch, University of Oregon (1973)
MS Management, Antioch University Seattle (1996)

Teaching Responsibilities
ARCH 596: Practicum in Professional Practice
ARCH 573: Professionalism and Management in Design Practice

Main Areas of Research, Practice
Residential Architecture
Organizational Development Consulting for Architects
Education of Practitioners through AIA

Selected Publications & Reports
How to Take Your Firm to the ‘Next Level’ November 2002, Seattle Daily Journal Commerce

Selected Academic Experience
Visiting Associate Professor: Department of Architecture, University of Oregon (Fall term 2006)
Instructor: Special Practicum: Project Leadership in Design Practice Department of Architecture, University of Washington (2002 to present)
Instructor: Professionalism and Management in Architectural Practice Department of Architecture, University of Washington (1998 to present)
Instructor: Design Ethics in Architectural Practice Department of Architecture, University of Washington (Winter Term, 2004)

Selected Professional Experience
RM Klein Consulting (1998 – present)

Selected Public Service
Chair, AIA NW + Pacific Region Conference: Knowledge by Design (2005)

Awards, Honors & Grants
AIA/AAF Scholarship for Advanced Research (1995)
AIA College of Fellows (2006)

Selected Papers & Presentations
2006 (Los Angeles) & 2005 (Las Vegas), AIA National Convention, full day pre-convention workshop: Making Chaos Work for You: Keys to Small Firm Practice Management
2004 AIA Seattle Continuing Education, Seattle, WA, 3-hour workshop: Managing Project Staff; 3-hour workshop: Financial Management for Small Firms
Devlin Kleiner, LEED AP
Lecturer

**Degrees**
- Master of Architecture, University of Washington
- Summer Architecture Program, Harvard, 2000
- Bachelor of Arts in Art History, Wesleyan University

**Teaching Responsibilities**
- Team teach graduate architecture design studio (ARCH 502) with two colleagues from Perkins + Will

**Main Areas of Research, Practice**
- Architectural Design

**Selected Professional Experience**
- Dendreon Immunotherapy Manufacturing Facility, Dendreon Corporation, Seattle, Washington
- Educational Outreach Building and Visitor Center, University of Washington, Seattle, Washington
- Presbyterian Retirement Communities Northwest, 9th and Cherry, Seattle, Washington
- Kastendieck Residence, Santa Fe, New Mexico
- Benglis Residence, Santa Fe, New Mexico
- Washington Street Townhouses, Santa Fe, New Mexico
- Miller Residence Addition, Santa Fe, New Mexico
- Literacy Center, Northern Crow Reservation, Lame Deer, Montana
Jeffrey Mazurek
Lecturer

Degree
Bachelor of Architecture, 1994, University of Notre Dame
Master of Architecture, 2000, University of Washington

Teaching Responsibilities
ARCH 210, Design Drawing
ARCH 211, Design Drawing II

Main Areas of Research, Practice
Sustainable residential design with focus on integration of building with landscape and processes that shape it.

Selected Publications & Reports
Disturbance: an ecological approach to designing the single-family home, 2000
University of Washington Master’s thesis

Selected Academic Experience
University of Washington, Part-time Lecturer, 2000- present
Architectural Registration Examination, review class instructor, AIA Rochester

Selected Professional Experience
Principal, Mazurek Architecture, 2001- present
Designer, NH Architecture, Rochester, NY 1997-1998

Selected Public Service
Livingston County Habitat for Humanity volunteer architect, Geneseo, NY
Cowen Park Restoration Committee member, Seattle, WA

Awards, Honors & Grants
Top 5 Finalist, Hospice Design Competition
Royal Oak Foundation, New York, NY, 1994

Presentations, Artwork in Exhibitions
1620 Show, Rochester, NY, juried show of artwork 16"x20", 1998
What Makes it Green? AIA Seattle exhibit of work, 2000
Art studio design/build project on Solar Washington Tour, 2004 featuring extensive planted roof system
Mark Millett
Lecturer

Degrees
B. Arch, U. of Illinois

Teaching Responsibilities
Design studios primarily at the graduate level

Main Areas of Research, Practice
Residential architecture - single and multi-family.
Mixed use and commercial projects

Selected Publications & Reports
World Residential Design 01 (Japanese) 1991 (Farris Res.)
Pacific Magazine July 15, 1990 (Hoeschen-Goldberg Res.)
Ottagono #90 (Italian) 1988 (3 Residences)
Global Architecture - Houses #24 (Japanese) 1988 (Beyers Res.)
Interni (Italian) July-August 1987 (Beyers Res.)
Metropolitan Home July 1986 (Farris Res.)
Home Magazine June 1985 (Beckley-Sparling Res.)
Global Architecture #16 (Japanese) 1984 (Farris Res.)
Architecture Record - HOUSES, 1984 (Farris Res.)

Selected Academic Experience
Primarily: Arch 501, graduate design studio
Occasionally: Arch 100, Intro to Architecture
Arch 401, 402, undergraduate design studios
Arch 500, 502 graduate design studios

Selected Professional Experience
22 years as Principal Architect of Millett Associates, Architects, in Seattle
Currently - Principal Design Architect at Otak, Inc, Seattle

Selected Public Service
Co-Chairman of Local School Parent Organization
Volunteer to SCHOOLS FIRST, promoting school funding levies
Board member of Northwest Institute for Architecture and Urban Studies in Italy (NIAUSI)

Awards, Honors & Grants
Fellowship, Northwest Institute for Architecture and Urban Studies in Italy, 1989
Centrum Foundation Resident Fellowship, 1987, Residential Work
Western Homes Merit Award, AIA/ Sunset, 1985 -86 (Farris Res.)
Architecture Record - Houses, 1984 (Farris Res.)

Selected Presentations
Museum Of History And Industry -"Blueprints: 100 years of Seattle Architecture", 1994
(two projects included)
Seattle Art Museum "Documents Northwest: the PONCHO Series" 1990, Solo Exhibition
and Installation of Res. Work
"Furniture By Architects", Linda Farris Gallery, Seattle 1987
"Innovative Architecture of Portland, Seattle And Spokane" Cheney-Cowles Museum,
Spokane, WA (Leschi Res.)
Dennis Neely
Lecturer

Degrees
1967 - Bachelors of Architecture, University of California, Berkeley
1968 - Masters of Architecture, University of California, Berkeley

Teaching Responsibilities

Main Areas of Research, Practice
Software Development (Software development is research):
Archsoft 1984-1989 – CEO - Created AutoCAD AEC Architectural and AEC Mechanical, the worlds largest selling software application for architects and engineers
ASG Software 1989-1992 – CEO - Created 23 AutoCAD AEC applications, largest AutoCAD developer
Softdesk 1992-1994 – VP – Merged ASG with Softdesk, went public and were then purchased by Autodesk
CADspec (Viscomm) 1995-2001 – CEO – Created automation programs for building product manufactures and major companies, created internet based facilities management applications

Bricsnet (NASDAQ Europe) 2001-2002 – CEO – Viscomm was purchased by Bricsnet and I then took over as CEO. Bricsnet created software applications and internet portals for the AEC professions.
Bricsnet FM 2002-2003 – CEO - Spin off company concentrating on facilities management software

Tectonic 2004-Present – President – Software development for Revit, objects creation, QTO/Costing and Libraries

Selected Publications & Reports
CADence Magazine (CADalyst now) 1985-1990 – Contributing editor - Wrote over 60 articles on CAD, education and the future of the AEC professions
CAD and the Practice of Architecture, Published 1993, OnWord Press
AutoArchitect Solutions, Published 1996, John Wiley and Sons

Selected Academic Experience
University of California, Berkeley, 1989 - Design Studio using CAD
Carnegie Mellon University, Pittsburgh, 1985, Design Studio using CAD and lecture class on the automation of the practice of architecture
University of Washington, Seattle, Present, lecture class, “BIM – The Future of Architecture”

Selected Professional Experience
Architecture / Construction / Building Development
Neeley/Lofrano Architects 1970-1990 (20 person architectural firm – San Francisco)
HAB Construction 1978-1983 (Single family, multi-family, commercial buildings – San Francisco Bay Area)
HAB Development 1978-1983 (Housing and commercial buildings – San Francisco Bay Area)
Design-Integration 2003 – Present
Registered Architect – California

Selected Public Service
YMCA - San Francisco, Central Branch, Chairman and Board member 1975-1985

Selected Papers & Presentations
Georgia Tech, 2005
Realcomm, 2003
PikeNet, 2003
AEC Show, Keynote Speaker, 1992
Monterey Design Conference, 1994,96
Lightfair, 1999
Industry Groups, Educational Institutions 1985 - present
### Susan Olmsted
Lecturer

**Degrees**
- Master of Architecture, University of Washington, 2004
- Bachelor of Landscape Architecture, University of Washington, 1998

**Teaching Responsibilities**
Arch 591: Architecture in the Landscape
Arch 591 is a 3-credit lecture course concerned with relationships between architecture and landscape, where landscape is revealed as a set of dynamic and interrelated natural and cultural systems.

**Main Areas of Research, Practice**
Practitioner – architecture and landscape architecture, with an emphasis on sustainable design

**Selected Academic Experience**
- Research Assistant at the UW Daylighting Lab, 2001-2004

**Selected Professional Experience**
- Architect and Landscape Architect, Mithun Architects + Designers + Planners, 2005-present
- Architectural Intern, Suyama Peterson Deguchi, 2004-2005

**Selected Public Service**
Member of the Board of Directors, Friends of Seattle’s Olmsted Parks

**Awards, Honors & Grants**
- AIA Certificate of Merit for Excellence in the Study of Architecture, 2004
- Jay Bee Scholarship, 5/2003
- Finrow Fellowship, 6/2003
- Nat’l ASLA Student Merit Award for Excellence in the Study of Landscape Architecture, 1997-98
Tristin Pagenkopf
Lecturer

Degrees
B.A. in Architecture, cum laude (CAUP 1991, University of Washington)
M.Arch (GSFA 1994, University of Pennsylvania)

Teaching Responsibilities
Undergraduate 1st year studio instructor (ARCH 301 with Ken T. Oshima)

Main Areas of Research, Practice
Multi-focus practice with background in historic renovation, high-end custom residential
design, small public facilities, technical consultant with King County.

Selected Publications & Reports
Re: Shingle, blurred@coca, 08.03.02 – 09.13.02. (Arcade in association with CoCA
Seattle, 2002)
Kitsap Peninsula Guest Cabin, Coastal Retreats: The Pacific Northwest and the
2002)

Selected Academic Experience
University of Washington, 1995-present (part-time)
Architecture Auxiliary Faculty, Dept. of Architecture
Undergraduate 1st year Design Studio: ARCH 301 Intro to Architectural Design II, 2005-
2007
Undergraduate course: ARCH 210-211 Design Drawing I & II, 1999, 2002
Guest critic at both undergraduate and graduate architecture studio reviews, 1995-present

Graduate Teaching Assistant, Design of Environment Program
Research Assistant / Bibliographer, Architectural Archives, Louis I. Kahn Collection 1991-
1993

Selected Professional Experience
SHKS Architects, 2006- present
rbf architecture, 1999-2005
Cardwell/Thomas Architects, 1995-1999
LMN Architects, 1994-1995

Awards, Honors & Grants
Library Buildings Award, Suzzallo Library, AIA/American Library Association
Citation Award, The Grass Blades, AIA Northwest & Pacific Region
Award of Merit, Harrison Street Entry Screen (Grass Blades), AIA Seattle
Scholastic Award, AIA/American Architectural Foundation
Paul Philippe Cret Prize
Van Alen Traveling Fellowship, Finalist
Dales Traveling Fellowship
Graduate Fellowship, University of Pennsylvania
Floyd R. Naramore Fellowship, University of Washington
Phi Beta Kappa
1990 American Association of University Women Award

Selected Papers & Presentations
Curator: Kristin Tollefson
“Re: Shingle”, Blurred Show, Center on Contemporary Art – Seattle, WA (2002)
Co-curators: John N. Bohn & Kai-Uwe Bergman
William Parker  
Lecturer  

Degrees  
Bachelor of Science in Architecture, University of Cincinnati, The School of Design, Art, and Architecture, Cincinnati, Ohio; 1970.  

Teaching Responsibilities  
ARCH #477 – Health Care Planning & Design

Main Areas of Research, Practice  
Health Care Design

Selected Publications & Reports  

Selected Academic Experience  
Assistant Professor of Architecture, and Director of the Health Services Planning and Design Program in the Graduate School of Architecture and Planning, Columbia University, New York, New York; 1976-81.  
Adjunct Associate Professor of Urban Planning, The Graduate School of Architecture and Planning, Columbia University, New York, New York; 1982-88.

Selected Professional Experience  
Senior Associate, NBBJ Design, Seattle, Washington; 1998 - present  

Selected Public Service  
Assistant Commissioner, New Jersey Department of Health, Division of Health Facilities Evaluation and Licensure, Trenton, New Jersey; 1983-85.  
Director of the Center for Health Facilities Research, a research division of the New Jersey Health Care Facilities Financing Authority, Trenton, New Jersey; 1983-85.

Awards, Honors & Grants  
Design Honor Award in 1985 for the Institute of Developmental Biology Research Laboratory, the Chinese Academy of Sciences, Beijing, the People’s Republic of China  
Design Honor Award in 1971 for "A Visual Survey of Portland, Oregon” urban design study, the Portland Chapter of the A.I.A

Selected Papers & Presentations  
"The Albert and Mildred Dreitzer Women and Children’s Treatment Center, New York City” article published in Interiors Magazine, November 1993.  
P/A Technics "Intelligent Computers:” “Three architects capitalize on the informational aspects of architecture, using computer techniques to broaden the field of practice;” Progressive Architecture Magazine: June 1986.  
Christopher Patano  
Lecturer

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<tr>
<td>B. Arch – University of Idaho</td>
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<td>M. Arch II – University of Pennsylvania</td>
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<td>502 – Integrated Studio</td>
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<tr>
<td>Industrial Architecture, rain screen wall systems, green roof systems, educational facilities, residential work, transportation terminals.</td>
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<tr>
<th>Selected Publications &amp; Reports</th>
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<tr>
<td><em>Dwell Magazine, Chicago Sun-Times, Seattle Post-Intelligencer, Seattle Times</em></td>
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<th>Selected Academic Experience</th>
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<tr>
<td>University of Washington – Lecturer Spring 2007</td>
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<td>Washington State University – Visiting Professor Spring 2007</td>
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<tr>
<td>University of Washington – Lecturer Winter 2005</td>
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<td>Washington State University – Visiting Professor Fall 2003</td>
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<th>Selected Professional Experience</th>
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<td>The Miller/Hull Partnership – 1995-1999</td>
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<td>Patano Architects – 2000-2003</td>
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<th>Selected Public Service</th>
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<td>College of Art and Architecture Foundation – University of Idaho</td>
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<th>Awards, Honors &amp; Grants</th>
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<td>AIA School Medal – University of Idaho 1995</td>
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</table>
**Anthony Pellecchia**  
**Lecturer**

**Degrees**  
BA in Architecture, University of Illinois

**Teaching Responsibilities**  
Architecture 502, Comprehensive Design Studio

**Main Areas of Research, Practice**  
Research - Offsite Fabrication, Architecture As Information  
Practice - Architecture and Graphic Design

**Selected Publications & Reports**  
Glass House, Collins Design and Loft Publications, 2006  
The New Wood House, Bulfinch Press, 2005  
Building With Metal, Architectural Record, July 2005  
Emerging Talent, School of Thoughts, Architecture Magazine, March 1992

**Selected Academic Experience**  
Lecturer, University of Washington, 1991 to 1996  
Senior Lecturer, University of Colorado at Boulder, 1991 to 1996  
Adjunct Professor, University of Colorado at Denver, 1987, 1988, 1989  
Drexel University, 1977, 1978, 1979  
Associate Professor, Philadelphia College Of Art, 1972, 1973, 1974

**Selected Professional Experience**  
WPA Inc, 1994 to present, Principal, Seattle WA  
Pellecchia Olson Architects, Principal, Denver CO, 1983 to 1994  
Kohn Pedersen Fox, New York, NY, 1980 to 1983  
Venturi & Rauch, Architects, Philadelphia PA, 1972, 1973  
Louis I Kahn, FAIA, Philadelphia, PA, 1967 to 1972

**Selected Public Service**  
2005 AIA National Convention, Panel Speaker For The AIA 25 Year Award, The Yale Center For British Art

**Awards, Honors & Grants**  
The following awards have been selected from a list of some 30 awards received from various professional organizations.  
National AIA 25 Year Award, Yale Center for British Art, Louis I Kahn, FAIA and Pellecchia and Meyers Architects, 2005  
Design Award, AIA Colorado, Spruce Hall Renovation and Addition, Colorado State University, 1991  
Design Award, AIA Colorado, The Seven Hills Middle School & Gymnasium, Cincinnati OH, 1991  
Honor Award, AIA Colorado, Grant Humphreys Mansion & Automotive House Renovation, 1989  
Honor Award, AIA Western Mountain Region, Goss Residence, 1989  
Honor Award, National AIA, Yale Center for British Art, Louis I Kahn, FAIA and Pellecchia & Meyers Architects, 1977

**Selected Papers & Presentations (Artwork in Exhibitions)**  
Seattle Art Museum, Panel Member, Infinite Realities, 1997  
Cornell University, An Architecture Of Transformation, 1993  
University of Washington, Architecture + Graphic Design, 2006  
San Francisco Museum of Modern Art, Icons – Magnets of Meaning, 1997  
Robischon Gallery, Exhibition, Denver, CO, The Suburban House, 1994  
University of Colorado Art Gallery, Exhibition, The Lure of the West, 1994  
P.S. 1, New York, NY, Exhibition/ 60’, 1982
Peter M. Rees, AIA
Lecturer

Degrees
1975BA Architecture Columbia College Magna Cum Laude
1978MArc Columbia University GSAPP

Teaching Responsibilities
A573 – Professionalism and Management in a Design Practice

Main Areas of Research, Practice
Full Service Architectural Practice

Selected Publications & Reports
1997 "Enhancing Delight, Seattle’s Children Learn with Light" Lighting Design + Application
1995 "Design / Practice Education: Issues at the Intersection" Proceedings ACSA/AIA
1984 Daryl Jackson Architecture, Daryl Jackson, Jaro Safer, John Gollings, and Patrick McCaughey

Selected Academic Experience
Lecturer, 1987-1988, New Jersey Institute of Technology, Design Studio
Lecturer, 1993-2007, University of Washington, Professional Practice

Selected Professional Experience
Architect, Daryl Jackson Pty. Ltd., Canberra, Australia
Associate, Paul Segal Associates Architects, New York, NY
Founding Director, Paul Segal Associates, Seattle, WA
Partner, Rees Hudacek LLC Architects, Seattle, WA
Partner, RH Projects LLC, Seattle, WA

Selected Public Service
Chair, AIA Continuing Education Committee
UW CADD Certificate Program, Founding Advisory Board Member

Awards, Honors & Grants
2004AGC King County Best New Building ($1 Million – $10 Million Category)
1996IESNA Illumination Design Award, Edwin Garth Memorial Design Award
1993AIA/ACSA Summer Fellowship/Practice in Education
1985Design Award, Singapore High Commission RAIA; Daryl Jackson Architects
1984Merit Award; Geddes/Winter-Irving Residence RAIA; Daryl Jackson Architects
1978L. S. Lowenfish Memorial Design Award
1978W.F. Kinne Postgraduate Fellowship
1975Phi Beta Kappa
1971Columbia College John Jay Fellowship

Presentations & Exhibitions
Exhibition: "Design Faculty, Recent Work" New Jersey Institute of Technology
Exhibition: "Practice and Pedagogy" Syracuse University & National Academy of Design
Ben Gridley Sharpe  
Lecturer

**Degrees**  
Bachelor of Fine Arts - Painting, University of Washington 1992  
Master of Architecture, University of Illinois, 1974  
Bachelor of Architecture, University of Illinois, 1971  
Art Major, University of Wisconsin, 1965-1966

**Teaching Responsibilities**  
Arch 412 - Arch. Illustration  
Arch 210 & Arch 211 - Design Drawing (w/Frank Ching)  
Arch 418 - Watercolor Drawing (w/Ron Kasprisin)

**Main Areas of Practice**  
Architectural drawing and illustration  
Watercolor and oil painting

**Selected Academic Experience**  
1993-2006 University of Washington, Arch Illustration  
1993-2007 University of Washington, Design Drawing  
1995 University of Washington, Watercolor  
1993 Cornish College of the Arts, Interior Illustrator III

**Selected Professional Experience**  
1986-present Self-employed architectural illustrator  
1981-1986 NBBJ Group-Architects  
1976-1981 Joyce/Nordfors-Architects

**Selected Public Service**  
Volunteer in Shanti - one on one emotional support for terminally ill persons, 3 years

**Awards, Honors & Grants**  
1992 Juror’s Award Student Art Exhibit, University of Washington  
1991 Candidate - Yale Summer Fellowship, University of Washington  
1990 Linda Nordstrom Art Scholarship, University of Washington  
1974 First in Graduate Masters Class, University of Illinois  
1974 Candidate - Paris Prize Competition, University of Illinois

**Artwork in Exhibitions**  
2006 Eastside Association of Fine Arts, 30th Annual Juried Exhibit  
2006 Art Not Terminal, Monthly Group Exhibits  
2006 Seattle City Hair, Solo Exhibit  
2005 Art Not Terminal, February Featured Artist Solo Exhibit  
2005 Art Not Terminal, Monthly Group Exhibits  
2005 Seattle City Hair, Solo Exhibit  
2004 Art Not Terminal, Monthly Group Exhibits  
2003 Seattle City Hair, Solo Exhibit  
2001 Lifelong Aids Alliance, “Art Works for Aids” Exhibit/Fund Raiser  
2000 Mountlake Terrace Arts Commission, “Arts of the Terrace” Juried Exhibition  
1999 NW Aids Foundation, Seattle, “Art Works for Aids” Exhibit/Fund Raiser  
1998 Kirkland Arts Center, 1st Annual Juried Printmaking Exhibit  
1998 North Seattle Community College, Architectural Illustrations Exhibit  
1997 NW Aids Foundation, Seattle, “Art Works for Aids” Exhibit/Fund Raiser  
1996 Bailey-Boushay House, Seattle, Solo Exhibit  
1994 Architecture Faculty Exhibit, University of Washington  
1993 6th annual Juried Art Show, Snohomish Col. Arts Council, Everett, WA  
1993 Annual Cornish Faculty Art Exhibit, Cornish College of the Arts, Seattle  
1993 10th Annual Fine Arts Competition, Phinney Center, Seattle, Wa  
1993 “Artwork for Aids” Exhibit & Fund Raiser, NW Aids Foundation, Seattle, J Wa  
1993 “About Face”, Juried Portrait Exhibit Tacoma Art Museum, Tacoma, WA  
1993 35th Annual Franz von Lenbach Award, Frye Art Museum, Seattle, WA
Daniel Stettler  
Lecturer

Degrees  
Masters Degree in Architecture, University of Oregon, 1989 – 1993  
Year abroad in Rome, Italy 1990—1991  
Bachelors Degree in Art History, Colorado College, 1980 – 1984  
Year abroad in Besancon, France 1982--1983

Teaching Responsibilities  
Arch 401 studio

Main Areas of Research, Practice  
Residential design

Selected Professional Experience  
2005 New Home, Suncadia, Roslyn  
2004 2 Design Workshops, Wuhan & Feng Jing, China  
Remodel, Dietz Residence, Bellevue  
New Home, Groff/Marek Residence, Seattle  
2002 New 2-Family Co-House, Gimli Residence, North Bend  
New Office/Residence, Blakeley St., Seattle  
New Home, Talley Residence, Clermont  
Remodel, Bell/Trelease Residence, Seattle  
New Home, Giesbrecht Residence, Mercer Island  
2000 Remodel, Ochs Residence, Seattle  
Remodel, Lee/Johnson Residence, Seattle  
1999 Remodel, Blachon Residence, Seattle (Published Seattle Times)  
4 Car Garage, Hosford/Israel Residence, Seattle  
1998 Remodel, French/Braun Residence, Carnation  
Orphanage, Starehe Children’s Home, Mwanza, Tanzania  
1997 New Home, Fisher/Romanelli Residence, Duvall  
Remodel, Ablow/Wall Residence, Seattle  
Member, Critique Group, with D. Coleman, G. Vayda, H. Withington, 1999 -  
AIAS National Design Competition Winner, with Ron Baerg, (of 120 entries), 1993

Selected Public Service  
Volunteer, Seattle Public Library, Architecture Tour Guide, 2004  
Amanda Sturgeon, AIA, LEEP AP
Lecturer

Degrees
Master of Architecture, University of Wisconsin
Bachelor of Science in Architecture, University of Sydney, Australia

Teaching Responsibilities
Team teach graduate architecture design studio (ARCH 502) with two colleagues from Perkins + Will

Main Areas of Research, Practice
Architecture

Selected Professional Experience
Northwest Regional Office, Department of Ecology, Bellevue, Washington
Campus Activities Building, The Evergreen State College, Olympia, Washington
Husky Union Building, University of Washington, Seattle, Washington
Educational Outreach Building and Visitor Center, University of Washington, Seattle, Washington
Joint Training Facility, City of Seattle, Seattle, Washington
Faculty of Nursing Building, University of Newcastle, Newcastle, Australia
Implement, Seattle’s Sustainable Building Tool, City of Seattle, Seattle, Washington

Selected Public Service
AIA National Committee on the Environment Regional Team Leader
Built Green Design Competition Juror, March 2005
Greenbuild 2005 Reviewer
Sustainable Development Advocacy Committee, Founder and Chair
Environdesign 6 Host Committee, 2002
Professor Miller’s Graduate Design Studio, College of Architecture, University of Washington, 1999, Design Critique Jury Member
Judith D. Swain  
Lecturer

| Degrees | M Arch, University of Oregon  
BFA, Massachusetts College of Art |
| Teaching Responsibilities | ARCH 401 / Architectural Design V  
ARCH 400 / Architectural Design IV  
ARCH 305 / Introductory Design Studio III  
ARCH 310 / Architectural Design Drawing I  
ARCH 311 / Architectural Design Drawing II  
ARCH 100 / Introduction to Architecture |
| Main Areas of Practice | Single Family & Mixed-Use Residential  
Institutional |
Pilchuck Glass School Hot Shop Annex ("Glass Studio Opens at Pilchuck School") Published in *Architecture* (November 1996); (above as Project Architect at Weinstein Copeland Architects)  
Seattle’s Downtown Housing Design Competition, 1988 (w/ team). Published in *Progressive Architecture* (October 1988) and The Seattle Competition Catalogue (December 1989)  
Competition for the New York Waterfront, 1987 (w/ James Pettinari and team) Published in *Arredo Urbano* (October 1988) |
| Selected Academic Experience | University of Washington; Lecturer Part-time (1992 – present)  
University of Oregon; Adjunct Assistant Professor (1987) |
OD-205 (1988) Eindhoven, Netherlands  
| Awards, Honors & Grants | Merit Award, The Wood Design Awards, 2001  
Honor Award, AIA/Northwest and Pacific Region, 1999  
Commendation, AIA/Seattle Chapter, 1998, for the Pilchuck Glass School Studio Annex (above as Project Architect at Weinstein Copeland Architects)  
Honor Award, AIA/Northwest and Pacific Region, 1997  
Commendation, AIA/Seattle Chapter 1996, for the Pilchuck Glass School Hot Shop Annex, (above as Project Architect at Weinstein Copeland Architects)  
Commendation, AIA/Seattle Chapter, 2001, Holly Park Redevelopment, Phase One (above as Design Team Member at Weinstein Copeland Architects)  
First Place Award (Prototype B, (1988 w/team) for the City of Seattle’s Downtown Housing Design Competition  
Graduate Teaching Fellowship, University of Oregon, 1986-87  
Recruiting Scholarship, University of Oregon, 1985-86 |
Nan-Ching Tai  
Pre-doctoral teaching assistant

Degrees  
PhD in Built Environment,  
University of Washington, Seattle, Washington. 2004-Present  
Master of Architecture,  
Bachelor of Science in Naval Architecture & Ocean Engineering,  
National Taiwan University, Taipei, Taiwan. 1992-1996

Teaching Responsibilities  
Arch 210, Design Drawing I  
Arch 211, Design Drawing II  
Arch 315, Design Drawing III

Main Areas of Research, Practice  
Computational Photography (High Dynamic Range Imaging),  
Computational Lighting Analysis  
Depth Perception

Selected Publications & Reports  
Continuity and Innovation: A reinterpretation of the Traditional Taiwanese Temple,  

Selected Academic Experience  
Instructor, August 2006,  
Sketch Workshop, Taipei Taiwan  
Lecturer, March 2004 – June 2004  
Arch481, 3D Modeling & Rendering, University of Washington.  
Research Staff, Jan - June 2002  
Design Machine Group, University of Washington.

Selected Professional Experience  
Short-term Intern, (3D modeling & rendering) August 2003  
Pyatok Architects, Seattle.  
Short-term Intern,  
Bassetti Architects, Seattle. July 2003

Awards, Honors & Grants  
“Model House for Ecological Building and Sustainable Energy”  
Award issued from Construction and Planning Agency, Ministry of the Interior of Taiwan Government (Collaborative work with Tai Yien-Hui Cultural Educational Foundation), Taiwan, 2001  
Third Category, Public Art Competition of Cai-Shen Building Renovation, Taiwan, 1998
Karen Thomas
Lecturer

Degrees
1985 Bachelor of Architecture, Professional 5 year Degree University of Texas at Austin

Teaching Responsibilities
Advanced Design Studios in both undergraduate and graduate programs

Main Areas of Research, Practice
25 years in professional architectural practice: design and management of large firms. Large scale institutional projects including many university buildings, healthcare, senior housing, zoos and marine research facilities, federal office building, aquatics center, and served as the Motion Picture and Television’s Fund’s Executive Architect. Extensively involved in large scale masterplans and concept development for clients. Projects and research throughout U.S. and in Asia. Current design+build practice focusing on very high end custom designed residences, leading a team of craftsmen to handcraft unique homes in their specific context.

Selected Publications & Reports
1995 PA Plans
1994 Inland Architect
1994 Modern Healthcare Design,
1993 Health Facilities Management Profile Construction
1992 PA Plans
1986 Progressive Architecture

Selected Academic Experience
1993-present University of Washington, Department of Architecture, Adjunct Faculty; Design Studio Instructor in both undergraduate and graduate studios
1987-1998 Guest Lecturer and Jury Reviewer
University of Texas at Austin, Tulane University, Harvard University, Cornell University, University of Houston, Virginia Tech University, Columbia University and University of California at Berkeley in both the Department of Architecture and the Graduate School of Public Health.

Selected Public Service
Mayoral Appointee, Blue Ribbon Commission, San Francisco, 1998
Consultant to the San Francisco Unified School District on Education in the Arts
Consultant to the Bainbridge Island School District, Training art and environmental education specialists

Awards, Honors & Grants
American Institute of Architects Honor Awards for Design
Mayor’s Recognition Award (San Francisco)
John S. Bolles Fellowship award conferred by the California Council of the American Institute of Architects,

Selected Papers & Presentations
1995 Invited panelist, National Endowment for the Art’s Round Table on Artists and Architects in Education
1994 “Blueprint for Aging” paper presented, College of Environmental Design, UC Berkeley
1992 Johns Hopkins University’s Symposium for Academically Talented Youth
1992 Women in Design, Featured Panelist, California College of Arts and Crafts
Dana C. G. Walker
Lecturer

Degrees
BARCH: University of Washington, 1994 with graduate coursing for advanced placement to MARCH program, University of Washington- pending

Teaching Responsibilities
Instructor: Design + Build Studio + Systems Workshop, 10 credits for combined course: Summer 2005, 2006

Main Areas of Practice
Mixed use market rate and affordable housing with: commercial, office, social services, childcare, common/recreational facilities; Master Planning; Urban Mixed Use Project Management

Selected Publications & Reports
Publications/Reports
2006: SKIN 3.0: UW Department of Architecture design folio 2006: Yakima Design Build
2006: Bi-Annual Reports: HUD COPC CAUP Community Futures
2005: Bi-Annual Reports: HUD COPC CAUP Community Futures
2005: Bi-Annual Reports: HUD COPC CAUP Community Futures

Press/Media
2006, July 5, 2006, Review Independent, Toppenish: Yakama Housing breaks ground on new addition
2006, June 22, KAPP/ABC Evening News: UW/Yakima Nation Program
2006, June 22, Yakima Herald Republic: Tribe to break ground on duplexes: Yakama Housing Authority and UW architecture students 2005, Dec. 15, 2005
2005, June 25, KAPP/ABC Evening News: UW/Yakima Design + Build Program
2004, June 29, Daily Journal of Commerce, Seattle,: Students design, build affordable green house

Selected Academic Experience
1992 Co-Competitor w/ Xu Wang for Graduate Level Competition, Michael Pyatok, Professor of Architecture, University of Washington: 2000 Unit Urban Village: Denny ReGrade, following Seattle AIA Chapter exhibit: 1993

Selected Professional Experience
31 years of architectural practice as defined above: 6 years Senior Associate: Pyatok Architects, Seattle, WA; 4 years Senior Associate: Scott Harkey/Thomas Harkey, Bellevue, WA; 5 years Partner: Hurwitz & Walker, Mercer Island, WA; 12 years Owner: Walker-Suoja Associates, Mercer Island, WA; 3 years Health Design Inc., Bellevue, WA

Selected Public Service
2005 Rotary Club Presentation;

Awards, Honors & Grants
2006 PCBC Conference Builders Magazine Golden Nugget Awards: Avondale Park: The Judges Special Award of Excellence Award
2005: Northwest Energy Efficiency Alliance: Grant Award to UW Community Futures Program: Pacificorp Energy Star Prototype Project, Yakima Valley
2004 PCBC Conference Builders Magazine Golden Nugget Awards:
Tyree Scott/ReWA: The Judges Special Award of Excellence Award
Tyree Scott/ReWA: The Community Spirit Award
2002 Urban Development Award: Burnett Station

Selected Papers & Presentations
2006: HUD COPC Conference, Philadelphia, Conference Speaker/Presentation
2006: WA State HUD ONAP, Olympia, Conference Speaker/Presentation
4.5 VISITING TEAM REPORT FROM THE PREVIOUS VISIT
4.6 ANNUAL REPORTS
4.7 SCHOOL CATALOG

Neither the University of Washington nor the Department of Architecture produce a printed school catalog. All information about the department and its courses is available on the Department of Architecture (http://depts.washington.edu/archdept/) and University of Washington’s (http://www.washington.edu/) websites. The course descriptions below, with links to instructor course descriptions, are available at: http://www.washington.edu/students/crscat/archit.html.

ARCH 100 Introduction to Architecture Study (8) VLPA  Introduces design studio instruction to students contemplating architecture as a field of study or career. Studio projects, informed by workshops, lectures, readings, field trips, and in-studio critiques introduce the history, theory and practice of architecture. Includes instruction in basic design drawing and model making. Offered: S.

ARCH 150 Appreciation of Architecture I (2/3) VLPA  Historical survey of the architecture of Western civilization. For nonmajors.

ARCH 151 Appreciation of Architecture II (2/3) VLPA  Historical survey of the architecture of Western civilization. For nonmajors.

ARCH 210 Design Drawing I (4) VLPA  Projects, lectures, demonstrations, and exercises to develop skill in freehand drawing and an understanding of drawing as a vital means to see, analyze, and represent essential aspects of the visual environment.

ARCH 211 Design Drawing II (4) VLPA  Projects, lectures, demonstrations, and exercises to introduce the language of architectural drawing, with emphasis on freehand drawing as the primary means to imagine, explore, and develop design ideas. Prerequisite: ARCH 210.

ARCH 220 Introduction to Architectural Structures (2) Onouye  Introduces basic structural behavior and concepts of structural systems. Uses lectures, demonstrations, and testing of student-built projects to examine structural concepts of systems, subsystems, and components in a non-numerical manner. Prerequisite: ARCH 210.

ARCH 251 World Architecture: Non-Western Cultures (3) IandS/VLPA Prakash  Introduction to historical and contemporary built environments of non-Judeo-Christian civilizations, primarily Hindu, Buddhist, Islamic, and Meso-American, as manifestations of cultural history and as responses to environmental determinants. Offered: Sp.

ARCH 300 Introduction to Architectural Design I (6)  Studio problems to develop awareness, knowledge, and basic skills needed in the synthesis of building form.

ARCH 301 Introduction to Architectural Design II (6)  Studio problems to develop awareness, knowledge, and basic skills needed in the synthesis of building form. Prerequisite: ARCH 300.

ARCH 302 Introduction to Architectural Design III (6)  Studio problems to develop awareness, knowledge, and basic skills needed in the synthesis of building form. Prerequisite: ARCH 301.

ARCH 303 Introduction to Design Studio I (6)  Studio problems to develop initial awareness, knowledge, and basic skills needed in synthesis of building form and integrative aspects of architectural design with emphasis on the dwelling place. Limited to students entering the graduate program in architecture with baccalaureate degrees in other fields.

ARCH 304 Introduction to Design Studio II (6)  Studio problems to develop initial awareness, knowledge, and basic skills needed in synthesis of building form and integrative aspects of architectural design with emphasis on the dwelling place. Limited
to students entering the graduate program in architecture with baccalaureate degrees in other fields.

ARCH 305 Introduction to Design Studio III (6)  Studio problems to develop initial awareness, knowledge, and basic skills needed in synthesis of building form and integrative aspects of architectural design with emphasis on the dwelling place. Limited to students entering the graduate program in architecture with baccalaureate degrees in other fields.

ARCH 310 Architectural Design Drawing I (3)  Lectures, demonstrations, and exercises to develop skill in graphic visualization and representation as used in architecture. Concepts, conventions, and techniques of both freehand and technical drawing are used as a vital means to imagine, develop, and represent design ideas. Course material coordinated with 303 studio to integrate drawing in all phases of the design process.

ARCH 311 Architectural Design Drawing II (3)  Lectures, demonstrations, and exercises to develop skill in graphic visualization and representation as used in architecture. Concepts, conventions, and techniques of both freehand and technical drawing are used as a vital means to imagine, develop, and represent design ideas. Course material coordinated with 304 studio to integrate drawing in all phases of the design process.

ARCH 312 Architectural Design Drawing III (3)  Lectures, demonstrations, and exercises to develop skill in graphic visualization and representation as used in architecture. Concepts, conventions, and techniques of both freehand and technical drawing are used as a vital means to imagine, develop, and represent design ideas. Course material coordinated with 305 studio to integrate drawing in all phases of the design process.

ARCH 314 Introduction to Architectural Drawing (2)  Skill development in conceptualization of forms and their relationships through observation and recording in freehand graphic manner. Proportion, scales, light effect, value, texture, and various perspective techniques.  (*not currently offered*)

ARCH 315 Design Drawing III (2)  Projects, lectures, demonstrations, and exercises coordinated with studio projects to integrate drawing in all phases of the design process. Lessons in diagramming of design concepts and planning and presenting design solutions. Prerequisite: ARCH 211; corequisite: ARCH 300.

ARCH 316 Design Drawing IV (3)  Lectures, demonstrations, and exercises to develop drawing skills and techniques applicable to architectural design problems. Topics include advanced perspective construction, shade and shadow calculations, descriptive geometry, topographical manipulation, and additional appropriate topics at the request of the class. Prerequisite: ARCH 315.

ARCH 320 Introduction to Structures I (3)  Statics -- Force analysis; the study of external forces and force systems and their analytical solutions as applied to bodies at rest (equilibrium). Topic areas include beams, trusses, determinate frames, and load tracing.

ARCH 321 Introduction to Structures II (3)  Strength of Materials; the study of the properties of materials and cross-sectional shapes of structural elements with respect to their effectiveness in resisting stresses. Topic areas include stress and strain, section properties, analysis and design of beams and columns. Prerequisite: ARCH 320.

ARCH 322 Introduction to Structures III (3)  Elementary Structural Design; synthesis of the previous structures coursework with applications to design of determinate timber
and steel structures. Examination of forces on buildings; snow, live loads, wind, and earthquake. An introduction to concept of continuity. Prerequisite: ARCH 321.

ARCH 331 Environmental Control Systems (3) NW Description of thermal comfort needs and the means by which buildings can be designed to satisfy those needs. Consideration of how climate determines building forms, site analysis and planning vis-a-vis the local climate, basic heat transfer mechanisms, and design strategies for overcoming heat loss through the building envelope.

ARCH 332 Construction Materials and Assemblies I (3) Lectures and readings pertaining to a survey of residential and light-commercial construction materials, assemblies, and techniques of assembly.

ARCH 350 Architecture of the Ancient World (3) VLPA Architectural history in the Western world from beginnings to AD 550.

ARCH 351 Romanesque, Gothic, and Renaissance Architecture (3) VLPA Architectural history in the Western world from AD 550 to 1750. Recommended: ARCH 350.

ARCH 352 History of Modern Architecture (3) VLPA Ochsner Architectural history in the Western world from 1750 to the present. Recommended: ARCH 351.

ARCH 360 Introduction to Architectural Theory (3) landS/VLPA Function of architectural theory in comprehending and ordering various human purposes in architecture, types of architectural purpose, and types of theories. Current concerns.

ARCH 380 Computers in Architecture (3) Laboratories, lecture, and demonstrations to introduce computing in environmental design and planning. Offered: ASp.

ARCH 400 Architectural Design IV (6) Offers studio problems in non-residential building design to advance student's understanding of the ideas and technologies of architecture. Prerequisite: ARCH 302.

ARCH 401 Architectural Design V (6) Offers studio problems in non-residential building design to advance student's understanding of the ideas and technologies of architecture. Prerequisite: ARCH 400.

ARCH 402 Design/Build Studio (6) Study of the design/build process with emphasis on the synthesis of design and construction considerations. Focuses on developing design and construction concepts to meet program requirements specified in case studies. Offered: jointly with CM 402; W.

ARCH 403 Architectural Problems (6)

ARCH 410 Introduction to Architectural Photography (3/5) VLPA Stamets Basic elements and processes of architectural photography to include camera controls, exposure technique, photo processing, and fundamental principles of photographing architecture. Student must provide own 35 mm (or larger) camera with manual operating controls. Offered: AWS.

ARCH 412 Architectural Illustration and Presentation (3) Issues, conventions, and techniques used in architectural renderings, including line drawings, shaded drawings, use of color, composition, organization, advanced perspective, scale figures, entourage, reflections, and media. Prerequisite: ARCH 315.

ARCH 413 Architectural Photography Projects (3) Students develop in-depth photo essays relating to architecture, the urban movement, or landscape design following the principles introduced in ARCH 313. Lectures, seminar, and discussion. Prerequisite: ARCH 410.
ARCH 415 Architectural Sketching (3) Exercises in freehand representational drawing using charcoal, graphite, and conte crayon with emphasis on line, proportion, values, and composition. Studies progress from geometric to nongeometric forms. Recommended: either ARCH 210 or ART 104.

ARCH 416 Freehand Drawing and the Digital Realm (3) VLPA Stevens Explores the potential role of freehand drawing in digital media. Students use stylus and tablet to draw in print and photo-imaging programs, combining the flexibility of digital tools with the rich traditions of freehand drawing. Focus alternates between Internet as context for image making and printed output. Offered: AW.

ARCH 417 Advanced Topics in Digital Drawing (3) VLPA Stevens Provides a context for developing an individual project exploring drawing or painting in digital media. Explores advanced issues in digital image creation and production through a book, film, or Web project. Each student completes and publishes a project during the quarter. Prerequisite: ARCH 416. Offered: Sp.

ARCH 418 Watercolor Drawing (3) Introduction to the principles and practice of using transparent watercolor for the naturalistic representation of objects, people, and interior and exterior space. Recommended: either ARCH 210 or ART 104.

ARCH 420 Structural Design I (4) NW Reinforced concrete fundamentals; establishes basics of reinforced concrete behavior and introduces methods of design used in current engineering practice. Basic mechanics of structural concrete introduced in examining bending, shear, and axial forces. Topic areas include beams, slabs systems, columns, foundations, retaining walls, and an introduction to prestressed concrete. Prerequisite: ARCH 322.

ARCH 421 Structural Design II (4) Design of steel structures.

ARCH 422 Structural Design III (4) Design of reinforced concrete structures. (not currently offered)

ARCH 426 Structural Unit Masonry (3) Lebert Structural behavior and design of reinforced brick, tile, and unit masonry structures. Prerequisite: CEE 381. Offered: jointly with CEE 455.

ARCH 430 Materials and Processes (3) Vanags Lectures, field trips, and laboratory sessions directed toward the nature, potentials, and limitations of a variety of materials (wood, metal, plastics, inorganic cementing materials, minerals, rocks, and clay) and the processes involved with their production, fabrication, and system compatibility.

ARCH 431 Environmental Control Principles (3) Daylighting of buildings, reducing noise and enhancing sound for communication, and regulating heat transfer for occupant thermal comfort; description of passive means for environmental control, including presentation of scientific explanations and design guidelines for utilizing these means; design guidelines are intended for use in the preliminary schematic design phase. Offered: AW.

ARCH 432 Construction Materials and Assemblies II (3) Lectures and readings pertaining to a survey of materials, assemblies, and techniques of assembly of concrete and steel frame, commercial exterior envelope, and interior partitioning building constructions systems. Prerequisite: either ARCH 400 or CM 313.

ARCH 433 Active Control Systems for Building Operation (3) NW Heerwagen Electrical, mechanical (HVAC), plumbing, and fire safety systems for buildings. Descriptions of what these systems do, where they are used, how they are integrated into the overall building design; rules of thumb, design strategies, and short cuts for anticipating system design and use. Prerequisite: either ARCH 331 or ARCH 431.
ARCH 434 Color and Light (3) Lectures, demonstrations, exercises, and projects focusing on the use of color applied to the three-dimensional architectural context. Color theory is explored with the multiple effects of changing light.

ARCH 435 Principles and Practices of Environmental Lighting (3) Perception-based approach to principles of natural and artificial lighting. Practical considerations of lighting involving environmental evaluations, calculations and the use of lamps and fixtures. Sketch and model studies for applications. Impact of lighting design on energy conservation. Relation of lighting design process to architectural design concepts. Prerequisite: either ARCH 331 or ARCH 431.

ARCH 436 Building Acoustics (3) NW Description of principles and practices for manipulating and enhancing sound in buildings. Information about sound behavior and the organization of architectural elements (deployment of design features, including various geometries and materials) for the control of sound in enclosed spaces and between adjacent spaces.

ARCH 439 Light Frame Building Assemblies (3) Fundamentals of light-frame construction from soils examination, foundation systems to framing systems, and the integration of electrical, plumbing, and heating/cooling into the structure. Prerequisite: either ARCH 332 or CM 313.

ARCH 441 Visions of the Japanese House (3) Oshima Explores the origins, derivations, and permutations of the "Japanese House." Outlines underlying principles and paradigms of Japanese domesticity through history and traces its evolution through aspects ranging from the house's expression in media to its constructional materiality. Offered: A.

ARCH 442 Africa and Middle East Seminar (3) VLPA McLaren Advanced introduction to colonial and postcolonial architecture in Africa and the Middle East, beginning with the initial European colonization in the mid-19th century. Provides a historical understanding of the formation of distinctive regional and/or national identities in the architecture of these regions. Offered: Sp.

ARCH 445 South Asian Architecture I (3) VLPA Prakash Advanced introduction to precolonial architecture and urbanism of South Asia. Using methodologies of culture studies, examines select Hindu, Buddhist, and Islamic case studies on a comparative genealogy.

ARCH 446 South Asian Architecture II (3) VLPA Prakash Advanced introduction to colonial and postcolonial architecture and urbanism of South Asia. Using methodologies of culture studies, covers 1800 to present, emphasizing the past 50 years since India’s independence in 1947.

ARCH 450 Modern Architecture and the Decorative Arts (3) VLPA Anderson History/theory seminar investigates parallel and interactive developments in European architecture and the decorative arts from 1870 to 1930. Examines the production of designers as well as the economic, political, and cultural circumstances that affected their work.

ARCH 451 Traditional Chinese Architecture and Gardens (3) landsVLPA Introduction to Chinese architecture (palaces, homes, temples, tombs), urban planning, and gardens; each area examined in terms of techniques of production, visual styles, historical development, and relationship to traditional Chinese cultural values. Recommended: some background in Chinese art, history, language, or literature.

ARCH 452 History of Architecture in Seattle and Environments (3) lands Ochsner Historical development of architectural in Seattle and surrounding areas from the
nineteenth century to the present, also touching on issues of urban design and historic preservation.

ARCH 453 Japanese Architecture (3) VLPA Survey of Japanese architecture from its origins to modern times. Although Shinto architecture, tea houses, gardens, and modern developments are discussed, the primary focus is on the development of Japanese Buddhist architecture. Offered: jointly with ART H 419.

ARCH 454 Greek Architecture (3) VLPA Detailed study of Greek architecture from its beginnings, with special emphasis on the Periclean building program in fifth-century Athens. Offered: jointly with ART H 446/CL AR 446.

ARCH 455 Special Studies in Gothic Art and Architecture (3) VLPA Detailed study of Gothic architecture and its accompanying sculpture and stained glass, with special emphasis on the twelfth and thirteenth centuries in France and England. Offered: jointly with ART H 455.

ARCH 456 Nineteenth-Century Architecture (3) VLPA Clausen From late eighteenth-century French rationalists, Neoclassicists, to fin de siecle Vienna and Paris. Includes theorists such as Ruskin, Viollet-le-Duc, and Semper; major movements, such as the Arts and Crafts, and the French Ecole des Beaux-Arts method of design. Offered: jointly with ART H 490.

ARCH 457 Twentieth-Century Architecture (3) VLPA Clausen Architecture in the twentieth century, mainly in Europe and the United States. Traces roots of Modernism in Europe in the 1920s, its demise (largely in the United States) in the 1960s and recent trends such as Post-Modernism and Deconstructivism. Offered: jointly with ART H 491.

ARCH 459 Architecture Since 1945 (3) VLPA Clausen Theories and forms in architecture from the end of World War II to present. Includes new wave Japanese architects, recent Native-American developments, and non-Western as well as Western trends. Offered: jointly with ART H 493.

ARCH 460 Design Theory and Analysis (3) IandS/VLPA Problematical nature of philosophies of architecture; interaction of philosophical concepts and architectural form and expression. Fundamentals of architectural criticism.

ARCH 461 Recent Developments in Architectural Theory (3) IandS/VLPA Concentrates particularly on developments that spring from recent work in the epistemology of science and in philosophy.

ARCH 462 Spatial Composition in Architecture (3) Advanced introduction to compositional strategies in architecture. Drawing on a historical survey of the development of Western Architecture, the seminar investigates different compositional strategies and their relationship to cultural values and systems of meaning. Intended as complement to the design studio.

ARCH 463 Theories of Representation (3) Anderson Seminar focusing on the development of representational techniques in western architecture from antiquity to the present which seeks to discover how these techniques have affected the realization and interpretation of architecture. Prerequisite: ARCH 350; ARCH 351; ARCH 352.

ARCH 475 Residential Architectural Practice (3) Lectures and exercises focused on the operation of a professional architectural practice specializing in residential and smaller-scale projects. Topics include: clients and program development, design strategies and space planning, site considerations, regulatory constraints, consultants, contractors, specialized construction methodology, and issues, ethics, and liability specific to residential project delivery.

ARCH 476 Design and the International Building Code (3) Provides detailed review of non-structural sections of the International Building Code (IBC) including designer
responsibility, code background, purpose and requirements based on occupancy, construction type, and building design features. Discusses amendments by both the State of Washington and the City of Seattle. Prerequisite: either ARCH 302 or CM 313.

**ARCH 477 Healthcare Facilities Planning and Design (3)** Parker Focuses on a broad understanding of healthcare facility planning and design through a combination of class seminars, field work, and research reports. Site visits to Seattle health care institutions provide examples for the application of problem analysis and research methods. Offered: W.

**ARCH 478 CAD and Working Drawings (4)** Intensive introduction to computer-aided design systems for developing construction documentation (working drawings). Lectures and exercises focus on learning the methodology for using CAD to efficiently prepare working drawings, as well as discussions regarding industry recognized standards and current technology used in the preparation of documentation. Prerequisite: ARCH 380; CM 313. Offered: ASpS.

**ARCH 481 3D Modeling and Rendering (3)** Lectures and weekly exercises focus on understanding and applying the underlying principles of 3D computer graphics and rendering software. Topics include user-interface, data creation and modeling, lighting models, smoothing, texture mapping, ray tracing, radiosity, animation, and solid modeling. Prerequisite: ARCH 380. Offered: ASp.

**ARCH 482 Web Weaving (3)** B. Johnson Examines the function, limitations, and uses of primary World Wide Web technologies and fundamental Web site design and implementation. Participants develop hands-on design/build expertise for Web site design, implementation, and maintenance using readily available tools and techniques. Looks beyond today and explores emerging Internet technologies. Offered: A.

**ARCH 483 Design of Virtual Environments (3)** Explores through a blend of technical exercises constructing computational artifacts, readings, and discussions of relevant literature, the possibilities of online virtual environments. Incorporates a term project or paper based on exercises and readings. Offered: W.

**ARCH 484 Design Computing Seminar (3)** Weekly colloquium and discussion forum. Discusses design computing research and report on ongoing project progress, with demonstrations and guest speakers. Explores design computing, design thinking and design process, and inventing new computer aided tools for design. Offered: W.

**ARCH 485 Digital Craft Workshop: Advanced Projects in CAD (3)** Advanced topics for students who have completed one or more design computing courses and wish to develop a project further. Offered: W.

**ARCH 486 Computer Graphics Programming for Design (3)** Introduction to fundamental concepts of computer programming for design applications with an emphasis on interactive graphics. Basic control and data structures for interactive graphics programming; weekly exercises with term project. Significant lab time required. Offered: ASp.

**ARCH 488 American Architecture (3)** VLPA Clausen American architecture from indigenous native American traditions to the present. Offered: jointly with ART H 488.

**ARCH 493 Rome Preparation Seminar (2)** Seminar dealing with history, culture, topography, and customs of Rome, Italy. Required for students enrolling in ARCH 495, ARCH 496, or ARCH 497.

**ARCH 495 Architectural Studies Abroad (9)** Architectural, urban and historic studies in international cities and towns. Prerequisite: ARCH 493.
ARCH 498 Special Projects (1-12, max. 12) Instructor-initiated and department-approved systematic study and offering of specialized subject matter. Topics vary and are announced in preceding quarter.

ARCH 499 Undergraduate Research (1-6, max. 6)

ARCH 500 Architectural Design Studio I (6) Architectural design, with emphasis on development of professional skills in design synthesis; specifically the design of institutional buildings in response to a context that is significant for historical and urban characteristics. Analysis includes programming, typology, site and place, and influence of regulatory measures on building form. Concurrent with ARCH 590. Offered: A.

ARCH 501 Architectural Design Studio II (6) Architectural design, with emphasis on development of professional skills in design synthesis, specifically, the unique qualities of materials, construction technology, and assembly details in the expression of architectural ideas. Analysis includes the influence of regulatory measures on building form. Concurrent with ARCH 570. Offered: W.

ARCH 502 Architectural Design Studio III (6) Architectural design, with emphasis on development of professional skills in design synthesis, specifically the comprehensive integration of building systems within an ordered design concept. Analysis includes the planning and integration of structural systems, building service systems, and building envelope design as an appropriate architectural expression. Concurrent with ARCH 530. Offered: Sp.

ARCH 503 Architectural Design Studio Options (6) Advanced architectural studios in general architectural design, in special projects examining particular architectural determinants, and in architectural research. Focus and format vary with instructor. Prerequisite: ARCH 502.

ARCH 504 Architectural Design Studio Options (6) Advanced architectural studios in general architectural design, in special projects examining particular architectural determinants, and in architectural research. Focus and format vary with instructor. Prerequisite: ARCH 502.

ARCH 505 Architectural Design Studio Options (6) Advanced architectural studios in general architectural design, in special projects examining particular architectural determinants, and in architectural research. Focus and format vary with instructor. Prerequisite: ARCH 502.

ARCH 506 Advanced Architectural Studies (6) Advanced experimental studies dealing with significant architectural relationships that involve scholarly investigation, development, and presentation of results.

ARCH 520 Advanced Wood Structures Design (3) Design methods related to wood structures. Nature of wood as a building material, plywood, glued laminated wood structures, timber piles and pile foundations, pole buildings, and conventional wood building framing.


ARCH 530 Integrated Building Systems (3) Discusses strategies for ordering separate and discreet building systems into integrated architectural schemes. Focuses on systems that affect architectural expression and resolution in buildings including: structural, environmental control, materials, and assembly with an emphasis on sustainable building design. Concurrent with ARCH 502. Offered: SP.

ARCH 532 Green Technology (3) Examination and application of various resource-conserving building technologies, particularly within the context of the LEED
Rating System. Principles and practices associated with the inclusion of these technologies in buildings. Offered: W.

ARCH 535 Graduate Seminar: Study Topics in Environmental Lighting (3) Focus on individual student projects involving research and design for lighting.

ARCH 551 Scandinavian Architecture of the Nineteenth and Twentieth Centuries (3) Introduction to the contribution of Scandinavian architecture to early functionalism with emphasis on its relationship to neoclassicism and vernacular architecture.

ARCH 553 Historic Preservation of Architecture, USA (3) American achievements in historic preservation and restoration of architecture. Prerequisite: specialization in preservation design or permission of instructor. (not currently offered)

ARCH 554 Special Studies in Modern Architecture (3) Study and critical analysis of a selected number of distinguished professionals (architects, planners, educators, critics) and their contributions to the evolution of modern and contemporary architectural practice and thought. (not currently offered)

ARCH 556 The Arts and Crafts Movement and Its Legacies (3) Ochsner Historical development of the arts and crafts movement focusing primarily on its influence on American architecture from 1870 to the present.

ARCH 558 Seminar in Twentieth-Century Architecture (3/5) Clausen Specific focus changes from quarter to quarter. Prerequisite: graduate standing with background in architecture, architectural history, or permission of instructor. Offered: jointly with ART H 591.

ARCH 559 American Utilitarian Architecture (3) Significant American environmental design efforts arising from utilitarian needs, e.g., factories, bridges, skyscrapers, and associated technical building innovations.

ARCH 560 Graduate Seminar on Architectural Theories (3) Recent developments in architectural theory, urban design theory, criticism, and the methodology of criticism.

ARCH 561 Urban Design Theory (3) Study of development of nineteenth- and twentieth-century urban design theories and parallel developments in architecture and urban planning. Theoretical premises are related to current practices of urban design in various sociopolitical contexts, European as well as American. Evolutionary nature of theory emphasized. Prerequisite: URBDP 479 or permission of instructor.

ARCH 562 Regionalism (3) Exploration of design ideas that address the cultivation of regional character by acknowledging the commonplace, including both the landscape and its buildings. The many disruptive forces that threaten the possibilities of local culture are also considered from a political, social, and economic point of view.

ARCH 563 Graduate Seminar in Architecture and Cultural Theory (3) Study of contemporary cultural studies and postcolonial writings in terms of their impact on architectural theory and practice. Topical seminar based on reading and individual research. Offered: W.

ARCH 570 Design Development (3) Miller Lectures and case studies emphasizing the design development phase of architectural practice.

ARCH 572 Specifications and Contracts (3) Detailed organization and composition of contracts, specifications, and related contract documents.

ARCH 573 Professional Practice (3) Rees Operation of an architectural office and professional practice.

ARCH 574 Design and Construction Law (3) Legal issues arising from design and construction services, focusing on risk management and liability awareness. Topical
areas include basic legal doctrines, the design professional/client relationship, contractor selection, the construction process, and professional practice problems. Emphasis on Washington state law. Offered: jointly with CM 500.

ARCH 576 Community Leadership Practices (4) Sutton Examines how to facilitate community design processes. Explores theories and methods of participation and applies them to creating community visioning tools. These tools are put to use during the spring charrette when city officials, neighborhood residents, K-12 students, and others create a shared vision for their community. Offered: W.

ARCH 577 Ethical Practice (3) Sutton Helps students develop ethical reasoning skills. Examines the sociology of professional practice leading to and understanding of the dilemmas associated with serving a diverse society. Reviews exemplary case studies in ethical practice. Communication skills developed through writing and dialogue, and creation of an exhibit exploring an ethical issue. Offered: W.

ARCH 578 Case Studies in Contemporary Architectural Practice (3) Presentations and discussions by local architectural firms examining the issues that influence building design and project delivery in contemporary architectural practice. Focuses on understanding the issues as opportunities rather than impediments to good design. Class visits a different architectural firm each week for an in-depth review of current projects.

ARCH 579 Technical Issues in Preservation Design (3) Issues, practices, and procedures involved in preservation and reuse of old and historic buildings. Technical and esthetic means by which practicing professionals approach the analysis, interpretation, and resolution of problems such work raises. Emphasis on recent and local projects and related experiences. (not currently offered)

ARCH 587 Theory of Design Computing (3) Examines the relationship between theory of design and computational tools for practice. Explores how the emergence of computers as a mainstream tool in design has already changed architectural practice. Discusses how, as with other technologies that revolutionized the practice of architecture, information technologies carry hidden implications about design process and products. Offered: A.

ARCH 588 Research Practice (3) Provides the opportunity for a guided preliminary exploration and refinement of a research topic, prior to thesis proposal. Weekly seminar meetings focus on student work with regular presentations and discussions. Offered: W.

ARCH 590 Urban and Preservation Issues in Design (3) Introduction to recent theory and practice in the fields of urban design and historic preservation primarily in North American urban contexts, including examples of recent projects presented by practicing professionals.

ARCH 591 Architecture in the Landscape (3) Advanced introduction to the relationships between buildings and places in the landscape with an emphasis on western concepts of nature. A taxonomy of place as nature is developed. Ways in which the architect can design places that landscape taxonomy are explored.

ARCH 593 Residential Design: Methods and Practices (3) Review of approaches to housing people in growing metropolises and cities, nineteenth century to present. Emphasis on Western Europe, North and South America. Focus on selected contemporary issues in neighborhood and dwelling design, methods, and practices. Offered: jointly with URBDP 574. (not currently offered)

ARCH 595 Master's Thesis Studio and Pre-Design (3) Preparation of master's design thesis pre-design document within a structured, faculty supervised setting. Student product covers programming; site analysis; land use, building, and accessibility
code compliance; building systems selection (material, structural, and mechanical); cost implications; conceptual approach and schematic design exploration. Required for admission to the master's thesis design studio. Offered: AW.

**ARCH 596 Fieldwork in Professional Practice (*)  max. 9** On-location study under the supervision of a practicing professional involved in an aspect of environmental design.

**ARCH 597 Research Practicum (5) Johnson, McLaren** Provides a mentored research opportunity where students apply their research and writing skills and knowledge of methods and theory to an advanced research topic. Offered: Sp.

**ARCH 598 Special Topics for Graduate Students (1-6, max. 6)** Systematic study and offering of specialized subject matter. Topics vary and are announced in the preceding quarter. May be repeated for credit.

**ARCH 599 Thesis Preparation (3)** Explores development of a proposal for thesis-level research. Participants identify a research area, find relevant literature and prepare an annotated bibliography, articulate a specific question within the research area, and write, present, and defend a proposal. Participants may use this course to develop a thesis proposal. Offered: Sp.

**ARCH 600 Independent Study or Research (*)** Credit/no credit only.

**ARCH 700 Master's Thesis (*)** Credit/no credit only.
APPENDICES
### Required M.Arch. Courses

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ARCH 520</td>
<td>Design Drawing I</td>
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<td>ARCH 521</td>
<td>Design Drawing II</td>
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<td>ARCH 530</td>
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<td>ARCH 531</td>
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<td>ARCH 533</td>
<td>Design Drawing IV</td>
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<td>ARCH 534</td>
<td>Computers in Architecture</td>
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<td>ARCH 488</td>
<td>Architectural Design V</td>
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<td>ARCH 489</td>
<td>Architectural Design VI</td>
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<td>ARCH 490</td>
<td>Environmental Control Principles</td>
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<td>ARCH 480</td>
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### Required - M Arch (2-year)

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<td>Introduction to Design Studio III</td>
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### Professional Practice Selectives, List 1 (one required from this list)

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<td>CAD and Working Drawings</td>
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### Graduate Seminar Selectives (can be repeated for M.Arch.)

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<td>Arch Philosophy Projects</td>
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**Electives (can be repeated at 400 level or above for M.Arch.)**

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<td>ARCH 487</td>
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<td>Workshop: Advanced Projects in CAD</td>
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<td>Computer Graphics Programming for Design</td>
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**Number of Credits**

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**CRITERIA STATEMENTS**

1. **Ability — Graphic Skills**
2. **Ability — Research Skills**
3. **Understanding — Formal Ordering Systems**
4. **Ability — Collaborative Skills**
5. **Understanding — Western Traditions**
6. **Understanding — Non-Western Traditions**
7. **Ability — Use of Precedents**
8. **Understanding — Human Behavior**
9. **Ability — Accessibility**
10. **Ability — Site Conditions**
11. **Understanding — Structural Systems**
12. **Understanding — Environmental Systems**
13. **Understanding — Life Safety**
14. **Understanding — Building Service Systems**
15. **Ability — Building Systems Integration**
16. **Understanding — Construction Cost Control**
17. **Understanding — Technical Documentation**
18. **Understanding — Client Role in Architecture**
19. **Understanding — Architect’s Administrative Roles**
20. **Understanding — Architectural Practice**
21. **Understanding — Professional Development**
22. **Understanding — Legal Responsibilities**
23. **Understanding — Ethics and Professional Judgement**