Interim Progress Report
University of Louisiana at Lafayette
School of Architecture and Design
M. Arch. [Pre-professional degree + 45 credits]
M. Arch. [undergraduate degree + 90 credits]
Last APR submission: August 30, 2013
Year of the previous visit: 2014

Please update contact information as necessary since the last APR was submitted.

Chief administrator for the academic unit in which the program is located: H. Gordon Brooks, II
Dean

Provost: Dr. David Danahar

President of the institution: Dr. E. Joseph Savoie

Individual submitting the Interim Progress Report: Tom Sammons, Director

Name of individual(s) to whom questions should be directed: Tom Sammons, Director

Current term of accreditation: 8 year

Text from the most recent VTR or APR is in the gray text boxes. Type your response in the designated text boxes.

a. Progress in Addressing Not-Met Conditions and Student Performance Criteria

> II.4.1 Statement on NAAB-accredited Degrees
>
> *2014 Visiting Team Assessment*: Language on the University Graduate Programs website: gradschool.louisiana.edu/graduate-programs/masters-degrees/architecture-march does defines both preprofessional and non-preprofessional degree tracks.
>
> Language on the School of Architecture and Design website: architecture.louisiana.edu/about-us/accreditation/ architecture reflects the APR language that does not note the two (both preprofessional and non-preprofessional degree) tracks.
>
> The published Graduate School Catalogue provided in the Team Room defines three tracks to achieving the M. Arch Degree (a preprofessional degree, a 5-year BArch degree and a non-preprofessional degree).
>
> Because of the conflicting language provided in these three venues this Condition is deemed **NOT MET**.

University of LA- Lafayette, 2016 Response: The Statement on NAAB Accredited Degrees from the 2014 Conditions for Accreditation, Appendix 5 has been added to the SOAD website. The link to access this information is here: http://soad.louisiana.edu/about-us/accreditation/architecture. Language on the SOAD website has been updated to reflect the two (both preprofessional and non-preprofessional degree) tracks. It also outlines the possibility of advanced standing, which may be awarded to candidates with a bachelor's degree in a related discipline from an accredited institution. The Graduate School has been notified of the discrepancy in language in their catalogue.

> II.4.2 Access to NAAB Conditions and Procedures
>
> *2014 Visiting Team Assessment*: The School of Architecture and Design's website: architecture.louisiana.edu/about-us/accreditation/ architecture contains a link to the NAAB website and its Conditions and Procedures. No clarification of which version of the Conditions and Procedures the programs are accredited under is provided by the School's website which could confuse the reader about which accreditation criteria are currently in effect.
>
> In another link the 2014 Conditions are linked, however these Conditions do not apply to this visit.
>
> Because of the multiple versions of the Conditions and Procedures accessed by these links and the lack of clarification as to the appropriate versions in effect this Condition is deemed **NOT MET**.

University of LA- Lafayette, 2016 Response: The SOAD website has been updated to include links to the 2009 NAAB Conditions for Accreditation and the current (2015) NAAB Procedures for Accreditation. A note has been added to the link to the 2009 NAAB Conditions which clarifies that these conditions are the ones by which the SOAD was last evaluated. A link to the 2014 NAAB Conditions has also been added to the website with an accompanying note which describes them as the conditions by which we will be evaluated in 2022. NAAB Conditions and Procedures can be accessed here: https://soad.louisiana.edu/about-us/accreditation/architecture

NAAB Conditions and Procedures can be accessed here: http://soad.louisiana.edu/current-students/studio-culture

II.4.3 Access to Career Development Information

2014 Visiting Team Assessment: Career services on the School of Architecture and Design's website: architecture.louisiana.edu/about-us/accreditation/ architecture link to general campus resources that while valuable are not specific to architecture or NAAB-required resources. Missing from the School of Architecture and Design website are links/references to ARCHCareers.org, NCARB Handbook for Interns and Architects, Emerging Professionals Companion, AIAS.org or acsa-arch.org.

There is a studio culture page on the School's website that enumerates many of the Studio Culture reports by AIAS. However the report itself, *Toward an Evolution of Studio Culture*, is not referenced per NAAB requirements.

Because many of the specific documents required are not linked nor referenced this Condition is deemed **NOT MET**.

University of LA- Lafayette, 2016 Response: The SOAD website has been updated to include links to each of the websites required by condition II.4.3. These links can be accessed through our program's Career Opportunities page at the following link: https://soad.louisiana.edu/programs/architecture/career-opportunities. Another link to "Toward an Evolution of Studio Culture" is provided on the SOAD's Studio Culture page at the following link: http://soad.louisiana.edu/current-students/studio-culture

II.4.4 Public Access to APRs and VTRs

2014 Visiting Team Assessment: The APR that this 2014 Team is using for this visit is linked to the School of Architecture and Design's website at architecture.louisiana.edu/about-us/accreditation/ architecture.

Excerpts of the 2008 VTR are included in the APR but not the entire VTR. Nor is there a link to the 2008 VTR included on the School of Architecture and Design's architecture.louisiana.edu/about-us/accreditation/ architecture website

The Annual Reports, NAAB Annual Report Responses, and 2008 NAAB Decision letter referenced or are not linked to the School of Architecture and Design's architecture.louisiana.edu/about-us/accreditation/ architecture website.

Because many of the specific documents required are not linked nor referenced this Condition is deemed **NOT MET**.

University of LA- Lafayette, 2016 Response: The SOAD website has been updated to include links to Annual Reports Part I and Part II, all NAAB Responses to the Annual Reports, the final decision letter from NAAB, the most recent APR, and the final edition of the most recent Visiting Team Report, including attachments and addenda. These links are available on the following page: https://soad.louisiana.edu/about-us/accreditation/architecture

A.9 Historic Traditions and Global Culture

2014 Visiting Team Assessment: Evidence this SPC is **Not Met** was observed in the student work from ARCH 520 History of Arch I and ARCH 530 Urban Theory. The students receive an understanding of Western culture and its development through the built environment in these courses. However there is little exposure to the history and culture of the Eastern and Southern hemispheres leading to the Team's determination the condition is Not Met.

University of LA- Lafayette, 2016 Response: Increased inclusion of Global Culture into the ARCH 321/ARCH 520 History of Architecture courses have been instituted. Over the last two years, these courses have evolved to be much more inclusive of indigenous, vernacular, local, and regional settings in the History of Architecture. Five new lectures were added based on the book 'Traditions in Architecture' by Crouch and Johnson that present the history of architecture thematically. The lectures are titled: Multiplicity and Continuity in Tradition, Practical Solutions, Purposes of Traditional Architecture, Traditions of Planning and Design, and Cultural Values. In addition, there are three new lectures on Eastern Traditions in the course: Indian, Chinese, and Japanese. These eight lectures are given at the beginning of the semester to offer a critical perspective before the chronological lectures of Western Traditions are given. Kostof's text 'A History of Architecture, Settings and Rituals is used to provide a cultural basis. The chronological lectures of Kostof were enhanced with examples and explanations that include the climatic, technological, and socioeconomic influences. Also included are expanded pre-Columbian examples within the lectures. Global comparative examples are used in all exams, and are the subject of each of the take-home exam questions.

In ARCH 530 lectures on the Islamic city, Chinese architecture and urbanism, and Japanese architecture and urbanism are included. Additional material for those lectures are continually being developed including a lecture on Pre-Columbian cities. Students write research papers on the following topic: compare/contrast a Western city to a Chinese/Japanese/Indian/Islamic city of comparable size. Identify the primary factors at play in the establishment and evolution of your two cities, and consider the social, political, and cultural factors influencing this evolution.

Syllabi are attached in Appendix.

b. Plans for/Progress in Addressing Causes of Concern

- **Written Communication Skills**

2014 Visiting Team Comments: The Team noted that the rigor in word usage, grammar, spelling, citations and similar writing conventions is inconsistent across all of the students' course work, which may erode the perception of the Program's professionalism.

University of LA- Lafayette, 2016 Response: The School of Architecture and Design has instituted a plan that focuses a commitment for quality student writing assignments for the classes that require Student Performance Criteria evaluations. Areas for improved grammar, spelling, word usage and citations are required in the School's research classes: ARCH 565 – the pre-thesis class and in ARCH 530 - Theory and Urban Forms. These classes require extensive research culminating with a paper component for the final project statement. In addition, required studios have embraced a larger writing and research component – ARCH 409, ARCH 410 and ARCH 501. These require written assignments regarding the project, its relevance to social and physical contexts, programming, and building systems. The Building Systems sequence, ARCH 333 and ARCH 432, is requiring its students to include written exercises along with their completed projects.

- **Administrative Structure**

2014 Visiting Team Comments: The Institutes housed in the School of Architecture and Design are important programs to the learning culture of the School as well as contributors to the University and regional communities. The Team is concerned that the current administrative structure (particularly reporting responsibilities), faculty staffing, and funding of the Institutes activities places their long-term viability at risk. A proposal to seek Board of Regents approval to create a center to house the Institutes within the School of Architecture and Design is forthcoming and could address this Concern.

University of LA- Lafayette, 2016 Response: The School of Architecture and Design instituted an umbrella organization to house all seven of the School's institutes. These institutes are: 1) Historical American Building Survey (HABS), 2) Community Design Workshop (CDW), 3) Building Institute, 4) Coastal Community Resilience Studio, 5) Sustainable Development Lab (SDLab). The University Interior Design Studio and the Transportation Studio are housed within the Interior Design Department and the Industrial Design Department. Each semester there is a meeting to discuss the possibilities of funded projects and resources to allow the institutes to pursue their design disciplines. In addition, the School of Architecture and Design has three facilities which house these institutes. Five of the institutes are located on the second floor of Fletcher Hall, one studio is located on the first floor of Abdalla Hall (Community Design Workshop), and one studio is located on the second floor of Abdalla Hall (Coastal Community Resilience Studio). The institutes have been highly productive over the past three years. Below is a synopsis of each and some of the accomplishments.

1)   The Historical American Building Survey (HABS) has completed documentation on three houses. In 2014-1015 the Arthur Roy House for the amount of $25,000. 2015-2016 Frozard Plantation House and sheep barn, school house shed and doctor's office for $15,000. 2016-2017 The Henri Penne House $12,000. All three HABS projects were funded by the Heritage Documentation Program under the National Park Service. The completed documentation drawings then become part of the permanent collection within the Library of Congress in Washington, DC. The HABS studio has been in operation since 1972.

2)   The Community Design Workshop has been in operation for 22 years and is integrated into ARCH 502 studio. It is currently engaged in two projects: the I-49 Connector and the Masterplan for Camp Beauregard. The I-49 Connector project is being funded by the Federal Highway Administration through the Louisiana Department of Transportation and Development. The graduate studio is working with two national engineering and architecture firms - AECOM and Stantec. Funding is $104,000. The graduate studio is also working with the Louisiana National Guard to create a Masterplan for Camp Beauregard located in Pineville, Louisiana. This project is funded for two years at $225,000 from the Department of Defense.

3)   The Building Institute has been operating since 2003 and is integrated into the ARCH 501 studio. It has just completed a grant funded by the Canadian Government. The Building Institute collaborated with Dalhousie University in Halifax, Nova Scotia to complete and build grid-shell designs both in Nova Scotia and in Lafayette, Louisiana. The grid-shell designs were completed in January 2016 and published in the magazine Architect and the grant funding was $125,000 plus an additional $50,000 for completion of the building on Camellia Boulevard in Lafayette, Louisiana. In addition, the City of Lafayette donated the property adjacent to this major arterial in Lafayette to house the grid-shell project.

4)   The Coastal Community Resilience Studio has been in operation for the past five years and is a trans-disciplinary educational and research initiative integrated into the ARCH 502 studio. Collaborators in the Resilience Studio include: the School of Architecture and Design, the Department of Sociology, Anthropology, and Child & Family Studies, the School of Geosciences, the Institute for Coastal and Water Research (ICaWR), and the Regional Application Center. The Resilience Studio uses a geo-design approach placing value on participatory engagement with stakeholders. Driven by project-based problem solving the Resilience Studio links disturbances, land-use transformations, and climate change to natural processes and human system adaptation with a focus on the Chenier Plain in southern Louisiana. The Resilience Studio's collaborative decision-making process reduces environmental vulnerability, enhances ecosystem resilience, and promotes cultural sustainability. Awards Include: $150,000 by the America's Wetland Foundation; $50,00 by SeaGrant College Program; $20,000; $45,000 by Windy Hills Land-Use Management; $1,000 by College of the Arts Grant; $483,914 by the National Science Foundation for Water Sustainability and Climate.

5)   The Sustainable Development Lab (SDLab) started in 2012 is the newest Institute. It is a research and practice laboratory integrates design and entrepreneurship in a model of economic development and community engagement. The core knowledge base of the Lab is in high-performance

building design and the sustainable development that it supports. Housing, density development and opportunities related to this development work provides the occasion to combine the creative, innovation-based pedagogy of the School of Architecture and Design (SoAD) with the practical, market driven innovation of entrepreneurship. As a practice laboratory dedicated to design entrepreneurship and sustainable development, the SDLab looks to promote research and economic development through density, housing, building science, fabrication and cultural resource management through a number cross-disciplinary collaborations (co-Labs). Grants have included: 2015 Freetown-Port Rico Historic District Support Grant, Freetown Commission, $5,000. 2014-15 PI: Louisiana Division of Historic Preservation Fund Grant: Port Rico Historic Survey & National Register Nomination. $26,202 [awarded]. 2012-15 PI, "Digital Fabrication Teaching Laboratory: Essential Upgrades." Board of Regents, Traditional and Undergraduate Enhancement Grant $76,325 [awarded].

6)   The Transportation Institute is housed within the Industrial Design program.

7)   The Interior Design Institute is housed within the Interior Design program.

90% of the Architecture faculty, seniors, and juniors, are engaged in one of our institutes. This develops continuity and sustainability for programs in the future.

c. Changes or Planned Changes in the Program
Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

University of LA- Lafayette, 2016 Response: Evaluation of Preparatory Pre-Professional Education

Candidates for the Master of Architecture will be placed in one of two tracks determined by the candidate's undergraduate degree.

Track A is for candidates with a Bachelor of Science in Architectural Studies degree from an institution with an NAAB accredited professional degree. Candidates must complete 45 credit hours. Advanced standing may be awarded to candidates with a 5-year Bachelor of Architecture degree following an evaluation of preparatory education outlined below. Candidates awarded Advanced Standing in Track A must complete a minimum of 33 credit hours.

Track B is for candidates with a bachelor's degree in a discipline other than architecture or a degree from a non-accredited (NAAB) institution. Candidates must complete 90 credit hours. Advanced standing may be awarded to candidates with a bachelor's degree in a related discipline from an accredited institution. Candidates awarded Advanced Standing in Track B must complete a minimum of 75 credit hours.

Candidates seeking Advanced Standing must undergo a course and portfolio review to ensure that National Architectural Accreditation Board (NAAB) Student Performance Criteria (SPC) has been completed. Candidates who seek Advanced Standing must complete Graduate School admission requirements including submitting an official transcript(s) and a portfolio of work, make a request of credit evaluation to the Graduate Coordinator and submit course descriptions for courses that are under review to the Graduate Coordinator.

Once all documents are received the Graduate Coordinator will call a meeting of the Master of Architecture Evaluation of Preparatory Pre-Professional Education Review Committee which includes the Director of the Program, the Graduate Coordinator and Senior Graduate Faculty members to review submitted documents to determine if NAAB SPC's and, in the case of non-architecture elective course, that the learning objectives of the course have been met. For design studio equivalencies, Committee members will review the candidate's portfolio, transcript and the credit granting institution's course

descriptions. For architecture elective course equivalencies, the Committee, with the assistance of architecture faculty who teach those courses, will review the candidate's transcript and the credit granting institution's course descriptions. For non-architecture elective course equivalencies the Committee, with the assistance of faculty who teach those courses, will review the candidate's transcript and the credit granting institution's course descriptions. The Committee will develop knowledge of, and may contact, the credit granting institution prior to the evaluation of credits. A grade of B or better must have been earned in all equivalency coursework for credit to be awarded.

Following the review process, the Graduate Coordinator will notify the candidate of the credit hours that may be applied toward fulfillment of the requirements of the Master of Architecture degree.

d. Summary of Activities in Response to Changes in the NAAB Conditions
2014 NAAB Conditions

University of LA- Lafayette, 2016 update: We are preparing a course to cover SPC A.8 Cultural Diversity and Social Equity.

e. Appendix (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses)

University of LA- Lafayette, 2016 update:

CV: Thomas J. Cline, Jr., Assistant Professor
Courses Taught:
DSGN 101 Basic Design I
DSGN 102 Basic Design II
DSGN 114 Design Communication
DSGN 362 Human Factors
DSGN 235   Design and the Computer
ARCH 201 Architecture Studio 1
ARCH 202 Architecture Studio 2
ARCH 301 Architecture Studio 3
INDS 201 Industrial Design Studio 1

Educational Credentials:
The University of Oklahoma, PhD Candidate in Philosophy of Education
The Savannah College of Art and Design, MFA in Furniture Design, 2009
Auburn University, Bachelor of Architecture, 1991
Auburn University, BS in Building Science, 1991

Teaching Experience:
The University of Louisiana at Lafayette, Assistant Professor beginning Fall 2014
The University of Oklahoma, Assistant Professor, Fall 2008 – Spring 2014
The Savannah College of Art and Design, Furniture Shop Manager, 2006 – 2008
Chiang Mai University, Special Foreign Lecturer, 2004 – 2005
Georgia State University, Graduate Teaching Assistant, 2003

Professional Experience:
g5 Design Group, Principal/Project Architect/Design Manager, 2002 – Present
Robert and Company/Robert International, Project Manager/Project Architect, 2000 – 2002
SRJ Architects, Project Manager, 1994 – 2000
Camden Construction Company, Assistant Project Manager, 1991 – 1994
David K. Braly, Muralist, 1989 - 1991

Professional Memberships:
Registered Architect, State of Georgia
NCARB Certificate
LEED Accredited Professional
American Educational Studies Association, member

Selected Publications and Recent Research:
"Beginning Design Entrepreneurship" in the proceedings of the 2016 National Conference on the Beginning Design   Student
"From Design to Entrepreneurship" presented at the Venturewell Open 2016 Conference
"The Foundations of Design Education" presented at the Oklahoma Educational Studies Association 2015 Conference
"Re-Visioning the Foundations of Design Education'" presented at the Society of the Philosophy and History of Education 2015 Conference
"Philosophical Foundations for Design Education," in the proceedings of the 2013 ARCHTHEO Conference
"Re-visioning Design Education: A Third Culture Epistemology," in the proceedings of the 2013 Architectural Research Centers Consortium Spring Research Conference

Experience and Qualifications:
Thomas has taught studio courses in beginning design for architecture, architectural engineering, interior design, industrial design, furniture design, and fine arts students since 2004. He has maintained a small professional practice that primarily focuses upon furniture design and fabrication with the occasional architectural programming/schematic design contract. Notable clients have included St. Thomas More University Parish, Norman, Oklahoma; OU Hillel, Norman, Oklahoma; The Savannah College of Art and Design, Savannah, Georgia, The City of Chiang Mai Thailand; and Rupert Guildenhaus, Chiang Mai, Thailand. Thomas has also done installation work for the Fred Jones Jr. Museum of Art in Norman, Oklahoma and the Price Tower Arts Center in Bartlesville, Oklahoma.

CV: Adam Feld, MDes, Assistant Professor
Courses Taught:
INDN301, INDN302, INDN305, INDN306, INDN307, INDN308,
DSGN311, DSGN114, DSGN362, DSGN376, DSGN 485, DSGN495

Educational Credentials:
2011–2013 The University of Cincinnati, Cincinnati OH, Master of Design, MFA equivalent with focus in ID
2007–2010 The Ohio State University, Columbus OH, Bachelors of Science in Industrial Design
2004–2007 Sinclair Community College, Dayton OH, Associates of Applied Science in Graphic Design

Teaching Experience:
2014– Present The University of Louisiana at Lafayette Assistant Professor of Industrial Design
2012–2013 The University of Cincinnati Graduate Teaching Assistant for Prof. Michaud

Service to the school
High School recruitment committee
DMRC Committee
Rapid Fabrication Council Member
Student Advisor for classes
IDSA Faculty Advisor
Coordinator for the ULL Industrial Design Program Review
SACS/Weave Coordinator for Industrial Design
NASAD Coordinator for Industrial Design
Heart Association of America HeartWalk Liaison

Professional Experience:
2012 & 2013 The University of Cincinnati Summer DAAPCamp Industrial Design Graduate Teacher
2011–2012 The University of Cincinnati Graduate Assistant for Dr. Chewning
2010 Honda Sponsored Group Project: Team Lead Ethnographic Research, Marysville, Ohio
2009 Laser Reproductions Model Shop, Columbus, Ohio
2006–2009 Mead Westvaco Graphic Design Intern/Freelancer for the School team, Kettering, Ohio

Professional Memberships:
IDSA Member
IDSA Vice Chair for the state of Louisiana

Selected Publications and Recent Research:
Haptic Affordance: Where affordances and haptics blend: a study in feedback and object recognition

Experience and Qualifications:
Adam Feld is an Assistant Professor of Industrial Design at the University of Louisiana at Lafayette. He holds an Associates in Visual Communication from Sinclair Community College with 3 years experience, a Bachelors of Science in Industrial Design from The Ohio State University, and a Masters of Design (MDes) with a focus in Industrial Design from the University of Cincinnati, DAAP. He has worked with the school supply company Mead as a graphic designer. He has also worked with Honda of Marysville, Ohio and the Livewell Collaborative in Cincinnati as a Design Researcher.

Syllabus ARCH 321   History of Architecture: 3 credits
Course Description: Survey of epochs of architecture and urbanism from pre-history to the 19th century.

Course Goals and Objectives:
To learn the basic epochs of architecture history. To understand and study how architecture, culture, and society interact in the pursuit of relevant modes of inquiry that result in built forms. To examine how cultural traditions have manifested themselves in the built form and how social factors influence, motivate, and affect the intentions of our design. The purpose is to engage the student in intense learning. To advance the student's individual intellectual ability to bridge connections between historical aspects of society, culture, region, technology in the making of architecture.

Student Performance Criteria Addressed: A9. Historic Traditions and Global Culture; A10. Culture Diversity

Topical Outline:
Attendance	10%
Notes/Sketchbook/Group Time Line	30%
Exams	(60%)
Exam Part 1	18%
Exam Part 2	18%
Comp Final Exam	24%
Total	100%

Textbooks/Learning Resources:
A History of Architecture, Setting and Rituals, 2nd Edition, Kostof and Spiro

Offered:
Fall Semester

Faculty Assigned:
Michael McClure

Syllabus ARCH 520 - History of Architecture: 3 credits
Course Description: Survey of epochs of architecture and urbanism from pre-history to the 19th century.

Course Goals and Objectives:
To learn the basic epochs of architecture history. To understand and study how architecture, culture, and society interact in the pursuit of relevant modes of inquiry that result in built forms. To examine how cultural traditions have manifested themselves in the built form and how social factors influence, motivate, and affect the intentions of our design. The purpose is to engage the student in intense learning. To advance the student's individual intellectual ability to bridge connections between historical aspects of society, culture, region, technology in the making of architecture.

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Topical Outline:

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Notes/Sketchbook/Group Time Line	30%
Exams	(60%)
Exam Part 1	18%
Exam Part 2	18%
Comp Final Exam	24%
Total	100%

Textbooks/Learning Resources:
A History of Architecture, Setting and Rituals, 2nd Edition, Kostof and Spiro

Offered:
Fall Semester

Faculty Assigned:
Michael McClure

Syllabus ARCH 530 - History and Theory of Urban Design: 3 credits

Course Description: This course will examine the principles, fundamentals and character of urbanism and civic design. Emphasis also will be placed on the relationship between architecture and its role in urbanism. The class will be broken into three distinct areas to study: 1) theory of the city, 2) history of the urban form, and 3) case study of cities.

Course Goals and Objectives: The primary objective of this course is to provide an understanding of the city, its form and its evolution. In addition, this course will take the position that a practical relationship with the material provides a foundation for its use in the Fifth year urban design studio in both the fall and spring semesters. This course is viewed as the foundation for the UL Lafayette Community Design Workshop.

Format: The lecture format of this course will accommodate lectures, projects, presentations, exercises, quizzes, tests, writings, readings and discussions. Lectures and readings with discussion will occur regularly. Tests will cover all material presented in class, including student presentations, or assigned readings. No projects or papers will be accepted after deadlines, as more than enough time will be provided for completion of work. Do not procrastinate. A series of handouts will clarify weekly agendas and assignments.

Student Performance Criteria Addressed: A9 Historical Traditions and Global Culture:
Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern,

Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

Topical Outline:
PHASE 1: 20% of Semester: READING THE CITY
PHASE 2: 24% of Semester: URBAN ELEMENTS: SPACE, STREETS, BLOCK, NEIGHBORHOOD
PHASE 3: 20% of Semester: THE EVOLUTION OF THE GRID
PHASE 4: 12% of Semester: NON-WESTERN TRADITIONS
PHASE 5: 4% of Semester: GARDENS, PARKS, and LANDSCAPES
PHASE 6: 8% of Semester: THE POWER AND MAGNIFICENCE OF THE LINE
PHASE 7: 12% of semester: MODERNISM AND THE CONTEMPORARY CITY

TEXTBOOKS / LEARNING RESOURCES:
The City Shaped: Urban Patterns and Meanings through History by Spiro Kostof
Additional reading assignments are located on Moodle
Supplemental Reading: History of Urban Form by A.J. Morris

Offered:
Fall Semester and Spring Semester

Faculty Assigned:
Tom Sammons