Part 4: Supplemental Information

1. Course Descriptions
<table>
<thead>
<tr>
<th>ADGM 3100 (1)</th>
<th>Digital Media II</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>The course focuses on the use of computer software in architecture and the influence of digital technologies within society.</td>
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</tbody>
</table>
| **Course Goals & Objectives** | • Students learn the basics of two-dimensional drafting (AutoCAD) in addition to three-dimensional modeling (Rhino) and rendering (VRay).  
• Theoretical concepts reality to digital technology, architecture, and society are explored through a series of readings.  
• Students learn and practice visual presentation skills through a series of assignments  
• Portfolio design and organization skills are developed |
| **Student Performance Criteria Addressed** | Supports A.3. Visual Communication Skills |
| **Topical Outline** | Drawing and other representational techniques (60%)  
Presentation skills (40%)  
Portfolio Design (10%) |
| **Prerequisites** | ADGM1200 |
| **Textbooks/Learning Resources** | The Medium Is The Message, Marshall McLuhan  
Terminal Velocities: The Computer in the Design Studio, Stan Allen  
Digital Culture, Antoine Picon  
Is Google Making Us Stupid?, Nicholas Carr  
Get Smarter, Jamais Cascio  
The Future of the Internet, Pew Research |
| **Faculty Assigned** | Thaddeus Zarse |
ADGM 3200 | Digital Media III: Advanced Computer Modeling

**Course Description**

This course seeks to engage the computer as a generative and analytical design tool. ADGM 3200 is structured around three main components: technical skills, theoretical context and digital design methodology.

**Course Goals & Objectives**

- Students will learn to engage the computer as a generative and analytical design tool for design.
- Technical skills that address advanced computer modeling and visualization techniques are developed.
- Students will learn the theoretical context in which digital design is placed within contemporary design thinking.
- Students will engage digital design methods as generative tool for the development of architectural form and space.
- Advanced Modeling, Rendering techniques and Digital Fabrication techniques are developed.

**Student Performance Criteria Addressed**

Supports A3. Visual Communication Skills

**Topical Outline**

Technical skills - Advanced Modeling, Rendering techniques and Digital Fabrication (60%)
Theory of Digital Media and Practices (20%)
Digital design methodology (20%)

**Prerequisites**

ADGM 1200, ADGM 3100

**Textbooks/Learning Resources**

“Introduction”, Architecture In The Digital Age, Branco Kolarevic
“Digital Morphogenesis”, Architecture In The Digital Age, Branco Kolarevic
“Digital Production”, Architecture In The Digital Age, Branco Kolarevic
“Information Master Builders”, Architecture In The Digital Age, Branco Kolarevic

**Faculty Assigned**

Marcella Del Signore
<table>
<thead>
<tr>
<th>Course Description</th>
<th>This course is devoted to the design and fabrication of a structure/space using digital techniques for analysis and fabrication within the School of Architecture.</th>
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</thead>
</table>
| Course Goals & Objectives | • Design and fabrication of prototypes and full scale mock-ups  
• Students produce individual designs from which they explore the relationship between ornament and digital fabrication  
• To engage the mind in a complex definition of architecture: using digital media/virtual environments in the elaboration of a design.  
• To engage the student in the production of objects in real space after manipulating a design in virtual environments.  
• To encourage the student to confront culture, knowledge, and intuition in the making of an architecture that goes beyond stylistic issues to satisfy larger conceptual, social, and human values. |
| Student Performance Criteria Addressed | A1. Design Thinking Skills  
A2. Design Representation Skills  
A3. Visual Communication Skills  
A4. Digital Design and Fabrication Skills |
| Topical Outline | Design Thinking Skills (25%)  
Design Representation Skills (25%)  
Visual Communication Skills (10%)  
Digital Design and Fabrication Skills (40%) |
| Prerequisites | NO |
| Textbooks/Learning Resources | The Face of Lace (Exhibition)  
Design and the Elastic Mind (Exhibition)  
Digital Fabrication: Architectural and Material Techniques by Lisa Iwamoto (Publication)  
Digital Fabrication in Architecture by Nick Dunn (Publication)  
Material Strategies in Digital Fabrication by Christopher Beorkrem (Publication)  
Material Computation: Higher Integration in Morphogenetic Design Architectural Design by Achim Menges (Publication) |
<p>| Faculty Assigned | Ammar Eloueini |</p>
<table>
<thead>
<tr>
<th>AHST 1110 (3)</th>
<th>Introduction to Architecture (for Majors &amp; Minors)</th>
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<tr>
<td><strong>Course Description</strong></td>
<td>As a broad introduction to the architectural landscape, this course stresses the diversity of the architectural discourse throughout history and presents the principle issues and machinations of the architectural profession and architectural education. Highlighted buildings and topics from the periods prior to the twentieth century are presented in the first six weeks. The final seven weeks present the modern and contemporary issues of architecture and urbanism in our century. Topics related to the continuum of canonical examples include design education, professional licensing, stages of office production, compensation, and community service. The course is organized around two weekly lectures and weekly readings focusing on chronologically arranged architectural topics.</td>
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<tr>
<td><strong>Course Goals &amp; Objectives</strong></td>
<td>Much of the material covered in the course is presented in greater depth and detail in subsequent courses. This &quot;overview&quot; approach is intended to provide a general framework into which the subsequent material of design, history, technology, and theory courses may be placed. In this way the comprehensive/leadership role of the architect in society and the building industry may be presented - touching upon all aspects of design and production. Students are presented with a working “vocabulary” of architectural examples and the skills to describe and understand works of architecture and urban design. Describing architecture, the architect, the education of an architect, the diverse roles of architects, and the nature of Architecture as both a discourse and a discipline is the underlying purpose of the course.</td>
</tr>
</tbody>
</table>
| **Student Performance Criteria Addressed** | A.8 Ordering System Skills  
Supports A.2: Design Thinking Skills  
Supports A.7 Use of Precedents  
Supports A.9 Historical Traditions and Global Culture. |
| **Topical Outline** | Introduction to Historical Cannon of 66 buildings – including ordering systems, architecture as language, conditions of structure, and precedent study (60%)  
Introduction to responsibilities and activities of an architect (10%)  
Introduction to basic structural and constructional issues (10%)  
Introduction to cultural relationships to architecture and design (10%)  
Sketching and diagraming architectural ideas (5%)  
Concepts and practices in architectural education (5%) |
| **Prerequisites** | None (must be architecture major or minor) |
| **Textbooks/Learning Resources** | *Buildings Across Time*, Fazio, Moffett, Wodehouse  
*Key Buildings of the 20th Century*, Weston |
<p>| <strong>Faculty Assigned</strong> | Scott Bernhard, Scott Ruff |</p>
<table>
<thead>
<tr>
<th>AHST 1300</th>
<th>Introduction to Architecture for Non Majors</th>
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<tr>
<td><strong>Course Description</strong></td>
<td>An exposure to architectural, urban design principles and a survey of architectural influenced on the modern era from 1750 to present.</td>
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<tr>
<td><strong>Course Goals &amp; Objectives</strong></td>
<td>• To familiarize non architecture majors with the origins of modernism and architectural principals in general. Course includes a short design experience (Hometown Analysis Project) and a project with Thesis students to understand and analyze a contemporary architectural project within the architecture school</td>
</tr>
</tbody>
</table>
| **Student Performance Criteria Addressed** | A.1 Design Thinking Skills  
A.5 Investigative Skills  
A.7 Use of Precedents  
A.9 Historical Traditions and Global Culture  
C.2 Human Behavior  
C.3 Client Role in Architecture |
| **Topical Outline** | Student understanding of the intellectual origin and foundation of the modern era  
Understanding of design principals through the use us precedents and case studies  
Understanding of the client / architect dynamic – how projects are generated, produced and paid for.  
Understanding of issues of architectural quality and how to distinguish it – with the view that these students are the future clients of architects.  
Architectural Principles  
Architectural Archetypes  
(Classical/Medieval/Renaissance/Romantic/Modern) |
| **Prerequisites** | None |
| **Textbooks/Learning Resources** | Understanding Architecture  
Philip Roth |
<p>| <strong>Faculty Assigned</strong> | Errol Barron |</p>
<table>
<thead>
<tr>
<th>AHST 3010/6610 (3)</th>
<th>History/Theory of Architecture/Urbanism I</th>
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<tr>
<td><strong>Course Description</strong></td>
<td>This global survey highlights numerous aspects of the built environment such as architecture and urban settlements: monumental civic architecture, religious structures, domestic buildings, architectural theory.</td>
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</table>
| **Course Goals & Objectives** | • Authoritatively discuss the chronology and mutually reinforcing qualities of the relationship between architecture, culture, and the environment  
• Understand how the varied building systems reflect technical and material realities and the goals of the people that employed them  
• Identify key vocabulary terms for building components, construction techniques, styles, and historic periods of significance  
• Demonstrate a working knowledge of architectural plans, sections, and elevations of a variety of structures and cities  
• Produce independent research projects on an aspect of design during the time period covered in this course |
| **Student Performance Criteria Addressed** | A1. Communication Skills  
A9. Historical Traditions and Global Culture  
A10. Cultural Diversity  
C2. Human Behavior  
Supports A2. Design Thinking Skills  
Supports A5. Investigative Skills |
<p>| <strong>Topical Outline</strong> | Historical Context (20%); Sociocultural Analysis (20%); Formal Analysis (25%); Urban Forms and Patterns (20%); Architectural Theory (15%) |
| <strong>Prerequisites</strong> | None |
| <strong>Faculty Assigned</strong> | Amber N. Wiley |</p>
<table>
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<tr>
<th><strong>AHST 3020/6620</strong></th>
<th><strong>History/Theory of Architecture/Urbanism II</strong></th>
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<tr>
<td><strong>Course Description</strong></td>
<td>The course is a 'history and theories of architecture limited to Brunelleschi, Michelangelo, and Palladio. The course seeks to exploit the trajectory of history from the 'structural and figurative' Renaissance through the Modern Period (c. 1920). The Cathedral of Humanity if the byline of the course (e.g. humanism, enlightenment, natural order, urban development, colonization, i.e. Western ideals unfolding over time).</td>
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</table>
| **Course Goals & Objectives** | • Students explore the underlying trajectory of Western thought, with an emphasis on critical thinking, the project of history per se, and the adjacent disciplines of 'seeing' and 'thinking' architecture.  
• Students write ample materials of reflection each week; at midterm and in the final weeks they develop a research paper rendered as a play according to significant and rigorous expectations.  
• Students learn to write through Ideas and to take on the 'voices' of architectural thought and perspectives. They also learn to identify (analytically, synthetically) these same ideas. The study of the History of Art is an adjacent and important subject |
| **Student Performance Criteria Addressed** | Supports A.1 Communication Skills  
Supports A.9 Historical Traditions and Global Culture |
<p>| <strong>Prerequisites</strong> | AHST 1110; AHST 3010/6610 |
| <strong>Textbooks/Learning Resources</strong> | Multiple articles, various authors |
| <strong>Faculty Assigned</strong> | Elizabeth Burns Gamard |</p>
<table>
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<tr>
<th><strong>AHST 3030/6630</strong></th>
<th>History/Theory of Architecture/Urbanism III</th>
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<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>Critical introduction to architecture and urban design ca. 1920-2010, focusing on buildings and urban environments as cultural forces that both represent and shape human experience</td>
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</table>
| **Course Goals & Objectives** | • Interrogation of the *idea of modernity*—the Modern, the Post-Modern, the Anti-Modern  
• Investigation of the relationships between ideas and forms  
• Examination of the construction of historical narratives and the attribution of special status to selected sites and buildings  
• Analysis of varied global responses to the *modern condition* as culturally, technologically, and environmentally inflected |
| **Student Performance Criteria Addressed** | A.9. Historical Traditions and Global Culture  
A.10.Cultural Diversity  
Supports A.1. Communication Skills |
| **Topical Outline** | Lecture and discussion (75%)  
Reading, writing, and discussion (25%) |
<p>| <strong>Prerequisites</strong> | None, for non-Architecture students; Architecture majors are expected to have completed AHST 1110, 3010/6610, 3020/6620 |
| <strong>Faculty Assigned</strong> | Carol McMichael Reese, Ph. D. |</p>
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<tr>
<th>AHST 4444 (3)</th>
<th>Environmental Social Psychology</th>
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<tr>
<td><strong>Course Description</strong></td>
<td>Role of design in built environments and how such design affects the behavior of its users.</td>
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</table>
| **Course Goals & Objectives** | • Evaluate social and psychological constructs as they relate to the environment  
• Understand and apply concepts of personal and collective identification, comfort, and memory  
• Utilize interview and survey techniques to measure effects of natural and built environments on resident-citizens.  
• Perform experiment based on related concept and design an environment based on experiment results and conclusions.  
• Record sensory reactions through field experiences, and objectively evaluate environmental paradigms, such as space, color and materials. |
| **Student Performance Criteria Addressed** | A.1 Communication Skills  
A.2 Design Thinking Skills  
A.5 Investigative Skills  
A.7 Use of Precedents  
A.9 Historical Traditions and Global Culture  
A.10 Cultural Diversity  
A.11 Applied Research  
B.8 Environmental Systems.  
C.2 Human Behavior  
C.8 Ethics and Professional Judgement  
C.9 Community and Social Responsibility |
| **Topical Outline** | Self (10%) Home (10%) Images (10%) Color (10%) Sensory Perceptions (10%) City Planning (20%) Community Design (10%) Personal Space (20%) |
| **Prerequisites** | None |
| **Textbooks/Learning Resources** | The Image of the City, Kevin Lynch  
Personal Space: the behavioral basis of design, Robert Sommer |
<p>| <strong>Faculty Assigned</strong> | E Cizek |</p>
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<tr>
<th><strong>AHST 5110 (3)</strong></th>
<th><strong>Thesis Research and Analysis</strong></th>
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<tr>
<td><strong>Course Description</strong></td>
<td>Thesis Research and Analysis establishes parameters and provides structured guidance for final year students as they develop an individual research topic, identify a thesis “question”, propose a design project that explores this question, identify, document and analyze precedents, write an architectural program, select and analyze a site.</td>
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<tr>
<td><strong>Course Goals &amp; Objectives</strong></td>
<td>The course offers students the opportunity to demonstrate the discipline and rigor to research general questions, develop a focused interest and conceive and prepare the documents necessary to initiate a project that builds on their experiences in core and options studios while engaging their personal interests as a designer. The first half of the semester involves the research and writing of a 5-10-page position paper that surveys the important thinking relative to the topic. Students are expected to develop a critical position that is fully grounded in this extensive reading. The 2nd part of the semester is spent developing an appropriate program and identifying and documenting a site that can serve to explore the design implications of this critical stance during the spring semester. Research skills are increasingly important in all aspects of the discipline and profession of architecture. This class together with the thesis design studio in the spring requires students to use both the scholarly research skills of the humanities and the special mode of inquiry that design “as research” can offer in addressing the important challenges of the built environment.</td>
</tr>
</tbody>
</table>
| **Student Performance Criteria Addressed** | A1. Communication Skills  
B.1 Pre Design  
Supports A.5 Investigative Skills |
| **Topical Outline** | • Thesis Question, Abstract, Annotated Bibliography  
• Precedent Research and Analysis  
• Site Selection, Research and Analysis  
• Program Preparation, Research and Analysis  
• Thesis Paper (2500 words/illustrated)  
• Thesis Research Book |
<p>| <strong>Prerequisites</strong> | Final Year Undergraduate Students |
| <strong>Textbooks/Learning Resources</strong> | Each instructor developed specific resources tied to individual student themes. |
| <strong>Faculty Assigned</strong> | Judith Kinnard, Scott Bernhard, Maurice Cox, Ammar Eloueini, Graham Owen, Cordula Roser Gray |</p>
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<td><strong>Course Description</strong></td>
<td>Thesis Research and Analysis establishes parameters and provides structured guidance for final year students as they develop an individual research topic, identify a thesis “question”, propose a design project that explores this question, identify, document and analyze precedents, write an architectural program, select and analyze a site.</td>
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<td><strong>Course Goals &amp; Objectives</strong></td>
<td>The course offers students the opportunity to demonstrate the discipline and rigor to research general questions, develop a focused interest and conceive and prepare the documents necessary to initiate a project that builds on their experiences in core and options studios while engaging their personal interests as a designer. The first half of the semester involves the research and writing of a 5-10-page position paper that surveys the important thinking relative to the topic. Students are expected to develop a critical position that is fully grounded in this extensive reading. The 2nd part of the semester is spent developing an appropriate program and identifying and documenting a site that can serve to explore the design implications of this critical stance during the spring semester. Research skills are increasingly important in all aspects of the discipline and profession of architecture. This class together with the thesis design studio in the spring requires students to use both the scholarly research skills of the humanities and the special mode of inquiry that design “as research” can offer in addressing the important challenges of the built environment.</td>
</tr>
</tbody>
</table>
| **Student Performance Criteria Addressed** | Supports A1. Communication Skills  
Supports B.1 Pre Design  
Supports A.5 Investigative Skills |
| **Topical Outline** | • Thesis Question, Abstract, Annotated Bibliography  
• Precedent Research and Analysis  
• Site Selection, Research and Analysis  
• Program Preparation, Research and Analysis  
• Thesis Paper (2500 words/illustrated)  
• Thesis Research Book |
<p>| <strong>Prerequisites</strong> | Final Year Graduate Students |
| <strong>Textbooks/Learning Resources</strong> | Each instructor developed specific resources tied to individual student themes. |
| <strong>Faculty Assigned</strong> | Judith Kinnard, Scott Bernhard, Maurice Cox, Ammar Eloueini, Graham Owen, Cordula Roser Gray |</p>
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<tr>
<th>AHST 6999 (3)</th>
<th>HONORS LECTURE ANALYSIS</th>
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<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>Thesis Research and Analysis establishes parameters and provides structured guidance for final year students as they develop an individual research topic, identify a thesis “question”, propose a design project that explores this question, identify, document and analyze precedents, write an architectural program, select and analyze a site.</td>
</tr>
<tr>
<td><strong>Course Goals &amp; Objectives</strong></td>
<td>This honors course involves required attendance at every All School Lecture during the spring term as well as attendance at no fewer than four other school or university lectures during the semester. This course parallels the opportunity that Honors students have already as noted in the outline below from Professor Tom Luongo. “In an effort to make it easier for students to satisfy our requirements in an intellectually-engaged way, we are offering this year the following option for honors course credit. Honors students are invited to earn one honors course credit in the 2012-2013 academic year by choosing five lectures from among the many speakers who visit Tulane every year, attending the lectures, and submitting lecture reports to the Honors Program. The lectures that you attend for this purpose must NOT be lectures you are obliged to attend for your any class, or for which you have been promised extra credit in any class. Part of the point here is to give you incentive to attend lectures that you might otherwise not have found time for.</td>
</tr>
<tr>
<td><strong>Student Performance Criteria Addressed</strong></td>
<td>A1. Communication Skills</td>
</tr>
</tbody>
</table>
| **Topical Outline** | a) A summary interpretation of the speaker’s argument or presentation.  
b) At least one question asked from the audience: the best question or one you thought particularly interesting.  
c) A question of your own (whether or not you had the opportunity to ask it). |
<p>| <strong>Prerequisites</strong> | Undergraduate Students only |
| <strong>Textbooks/Learning Resources</strong> | Attend each lecture |
| <strong>Faculty Assigned</strong> | Kenneth Schwartz |</p>
<table>
<thead>
<tr>
<th>APFC 4100 Professional Practice &amp; Ethics: Designing Careers</th>
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<tbody>
<tr>
<td><strong>Course Description</strong></td>
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</table>
| **Course Goals & Objectives** | • Develop a discourse on issues relating to professional practice in architecture and related fields.  
• Explore ethical dimensions of professional practice along with legal obligations relating to licensure, health, safety, and welfare.  
• Support the consideration of several important practice issues within the context of the design studio.  
• Study project process, economics, business management through typical and atypical activities in representative projects - from inception through completion of construction.  
• Examine different forms of architectural and landscape architectural practice including private and corporate offices, public sector agencies, and work in related fields. |
| **Student Performance Criteria Addressed** | B.7 Financial Considerations  
C.3 Client Role in Architecture  
C.4 Project Management  
C.5 Practice Management  
C.6 Leadership  
C.7 Legal Responsibilities  
C.8 Ethics and Professional Judgment  
C.9 Community and Social Responsibility  
Supports B.1 Pre-Design  
Supports B.2 Accessibility  
Supports B.5 Life Safety |
| **Prerequisites** | None |
| **Textbooks/Learning Resources** | The AIA Architect’s Handbook of Professional Practice, Student Edition  
Wonderland Manual for Emerging Architects, Silvia Forlati (Editor), Anne Isopp (Editor)  
Architect's Essentials of Contract Negotiation, Ava Abramowtiz  
Professional Practice: A Guide to Turning Designs into Buildings, Paul Segal FAIA  
Provisional – Emerging Modes of Practice USA, Elite Kedan  
The Business of Design – Balancing Creativity and Architectural Profitability, Keith Granet |
| **Faculty Assigned** | Kenneth Schwartz, Jennifer Pelc |
**Course Description**

A recurring issue throughout this course involves exploration of contradictions. We will examine contradictions within the profession itself, understanding the importance of a “body of knowledge” involving prof. practice & a mode for criticizing problems of contemp. practice.

**Course Goals & Objectives**

- Develop a discourse on issues relating to professional practice in architecture and related fields.
- Explore ethical dimensions of professional practice along with legal obligations relating to licensure, health, safety, and welfare.
- Support the consideration of several important practice issues within the context of the design studio.
- Study project process, economics, business management through typical and atypical activities in representative projects - from inception through completion of construction.
- Examine different forms of architectural and landscape architectural practice including private and corporate offices, public sector agencies, and work in related fields.

**Student Performance Criteria Addressed**

- B.1 Pre-Design
- B.7 Financial Considerations
- C.3 Client Role in Architecture
- C.4 Project Management
- C.5 Practice Management
- C.6 Leadership
- C.7 Legal Responsibilities
- C.8 Ethics and Professional Judgment
- C.9 Community and Social Responsibility

Supports B.2 Accessibility
Supports B.5 Life Safety

**Topical Outline**


**Prerequisites**

None

**Textbooks/Learning Resources**

- *The AIA Architect’s Handbook of Professional Practice*, Student Edition
- *Wonderland Manual for Emerging Architects*, Silvia Forlati (Editor), Anne Isopp (Editor)
- *Architect’s Essentials of Contract Negotiation*, Ava Abramowtiz
- *Professional Practice: A Guide to Turning Designs into Buildings*, Paul Segal FAIA
- *Provisional – Emerging Modes of Practice USA*, Elite Kedan
- *The Business of Design – Balancing Creativity and Architectural Profitability*, Keith Granet

**Faculty Assigned**

Kenneth Schwartz, Jennifer Pelc
<table>
<thead>
<tr>
<th>APFC 4200</th>
<th>Professional Concerns II: Building Information Modeling</th>
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<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>An introduction to Building Information Modeling that surveys implementation across design phases. Course content emphasizes collaboration, documentation, representation, and validity of information.</td>
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</tbody>
</table>
| **Course Goals & Objectives** | • Learn how 3D modeling, building information, parametric modeling, and building documentation integrate to form a BIM environment  
• Develop technical skills through tutorials and small group lab sessions using Autodesk Revit  
• Contextualize BIM theory and consider its significance to the profession through readings and discussions  
• Establish collaborative workflows for group assignments utilizing work sharing  
• Demonstrate understanding of project documentation by delivering assignments in a "construction documentation" format |
| **Student Performance Criteria Addressed** | A.3 Visual Communication Skills  
A.4 Technical Documentation  
C.1 Collaboration  
Supports C.4 Project Management |
| **Topical Outline** | BIM Implementation (40%)  
Project Documentation (10%)  
Technical Development & Documentation (10%)  
Materiality (10%)  
Site Development (10%)  
Project Management (10%)  
Project Delivery (10%) |
| **Prerequisites** | None |
| **Textbooks/Learning Resources** | Closing the Gap: Information Models in Contemporary Design Practice, Richard Garber (Editor)  
The Case of Modeling Software, Manuel DeLanda  
Mastering Autodesk Revit Architecture 2013, Phil Read (Author), James Vandezande (Author), Eddy Krygiel (Author) |
<p>| <strong>Faculty Assigned</strong> | David Merlin, Tyler Hutcherson, Daren Sadowsky, Maggie Van Dusen |</p>
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<tr>
<th><strong>APFC 6300</strong></th>
<th><strong>The Business of Real Estate Development</strong></th>
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**Course Description**
A large part of the course will focus on the “nuts and bolts” of the development process: the general principles, vocabulary, and current practices in the selection of designers, the general contractor, and other professionals. Throughout the term national and international guest lecturers will augment the instructor’s presentations. These lectures will place the work of the developer in a broader context. In addition, there will be two or three off-site class visits during the term, including a field trip to a development site.

**Course Goals & Objectives**
- Develop an understanding of the day-to-day responsibilities of development managers and become proficient in common development manager responsibilities, such as loan and equity draw requests, purchase and sale contracts, HUD-1 Settlement Statements, Lender Term Sheets and Commitment Letters, operating agreements, and construction contracts.
- Understand the goals and perspectives of the stakeholders most commonly encountered in the development process: politicians, planners, neighborhood activists, general contractors, zoning officials, etc.
- Illustrate a framework for development that places the developer at the center of the individual project—driving and managing the outputs of various professionals involved with the project—while at the same time placing the individual project within the larger context of the city, region, and planet.

**Student Performance Criteria**
- **Class Participation**: 30%
Students are expected to participate in class discussion and to come to class having done the assigned reading. Forty-eight hours prior to any scheduled guest lecture, students are required to submit a minimum of three questions to the instructor for forwarding to the guest lecturer. There will also be in-class exercises that will count toward the participation grade. Attendance is mandatory.
- **Two projects/papers**: 40%
There will be two to three short papers or projects over the course of the semester.
- **Final project**: 30%
The final project will be composed of two parts.
  1. The student will be presented with a fact pattern and problem set for a hypothetical development and expected to respond appropriately in a manner that best increases the likelihood that construction will continue and the contractor and developer will get paid.
  2. Using the information provided by guest lecturers, the student will formulate a plan for improving the current project, such that the next development undertaken by the hypothetical development firm is improved from a social and financial perspective.
- **SPCs to be met in this course**: B.1, B.3, B.4, B.7, B.8, C.4, C.6, C.9

<p>| <strong>Faculty Assigned</strong> | <strong>N Morris</strong> |</p>
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<thead>
<tr>
<th><strong>ASTP 4310(3)</strong></th>
<th><strong>Architecture &amp; Music</strong></th>
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<tr>
<td><strong>Course Description</strong></td>
<td><em>A survey and research course dealing with the historical relationship of architecture and music and how each one complements the other.</em></td>
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</table>
| **Course Goals & Objectives** | *Exploring the history and types of music from medieval times to the present*  
*Exploring the architectural venues where the music of the historical periods was and is performed*  
*Discovering if the music effected the building design or vice versa*  
*Research buildings designed for specific music or music composed for certain architectural venues of buildings both past and present* |
| **Student Performance Criteria Addressed** | *Research skills*  
*Presentation skills*  
*Visual communication skills*  
*Music performance attendance at different architectural venues* |
| **Topical Outline** | *Research skills (40%)*  
*Presentation skills (20%)*  
*Visual communication skills (20%)*  
*Assessment of live music performances in architectural venues (20%)* |
| **Prerequisites** | None |
| **Textbooks/Learning Resources** | *Pertinent web sites, videos in and out of class, concert attendances, field trips to important local performance halls and churches, acoustical assessment of visited sites, assigned appropriate recognized texts on history of music, performance halls, historical churches, lectures by invited guests who are recognized authorities in the combined fields of architecture and music* |
| **Faculty Assigned** | Milton G. Scheuermann, Jr. |
### Course Description
Students will acquire a deeper understanding of how sites can inform their design process. This will be supported by practical studies of site analysis, scale, context, characteristics of contours, grading terminology and formulas, drainage patterns, and accessibility issues. The course will also introduce the challenges and opportunities of urban sites in regards to soils, stormwater management, and vegetation.

### Course Goals & Objectives
<table>
<thead>
<tr>
<th>Topography</th>
<th>Contour signatures, elevation, landforms, cut/fill.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hydrology</td>
<td>Regional, urban, site-level, stormwater management.</td>
</tr>
<tr>
<td>Soil</td>
<td>Composition, constructed soils, artificial media.</td>
</tr>
<tr>
<td>Vegetation</td>
<td>Climate, selection, management.</td>
</tr>
<tr>
<td>Sites</td>
<td>Context, access, scale, form.</td>
</tr>
<tr>
<td>Modeling</td>
<td>Design and performance based digital representation</td>
</tr>
</tbody>
</table>

### Student Performance Criteria Addressed
| B.4 Site Design        | Supports A.4 Visual Communication Skills          |
|                       | Supports B.3 Sustainability                       |

### Topical Outline
- Topography (30%)
- Hydrology (30%)
- Soils (10%)
- Vegetation (10%)
- Sites (15%)
- Modeling (5%)

### Prerequisites
None

### Textbooks/Learning Resources
- *Site Engineering for Landscape Architects*, Steven Strom, Kurt Nathan, and Jake Woland

### Faculty Assigned
Seth Rodewald-Bates, Judith Kinnard
### Course Description
This course introduces students to building materials and standard construction methods through a series of lectures, presentations and reading assignments. Two exams will be given and two wall section exercises will be required of the class. The exercises urge the students to synthesize the material presented in the lectures and to develop standard detailing and working document procedures. Evaluation of the exercises is to be based on each student’s demonstration of technical virtuosity and graphic clarity.

### Course Goals & Objectives
While there are many systems of construction which are hybrid and synthetic by their nature, this course, borrowing from Semper, divides construction into two types: the tectonic and the stereotomic. Following an introduction to foundation systems, the first portion of the course introduces students to stereotomic systems characterized as “monolithic or telluric construction which, though assembled from parts, tends to function as a single entity” (i.e. masonry systems). Secondly the course introduces students to tectonic systems of building which are characterized as “assembled of many discreet parts bound together and acting in concert” (i.e. light wood framing). Each of these basic system types has its own properties and constructional exigencies, as well as distinct implications in design. Following the introductions to the systems, students will quickly learn that they are often developed with a mutual reliance upon each other. The course elucidates these characteristics in relation to design.

### Student Performance Criteria Addressed
- **B.10 Building Envelope Systems**
- **B.12 Building Materials and Assemblies**
  - Supports A.4 Technical Documentation
  - Supports B.9 Structural Systems

### Topical Outline
After students are introduced to systems of foundation, lightweight framing and heavy framing, methods of roofing and cladding are presented. The presentation of the building materials and methods simulates the practices of building assembly - from placement of foundation through enclosure and protection from the elements.

The two required wall section exercises of the course allow students to demonstrate an understanding of these systems, and familiarizes them with the standard graphic conventions used to communicate construction ideas throughout the architectural profession.

### Prerequisites
None

### Textbooks/Learning Resources
- Fundamentals of Building Construction, Materials and Methods fifth edition; by Edward Allen and Joseph Iano
- Building Construction Illustrated, third edition; by Francis D.K. Ching

### Faculty Assigned
Byron Mouton
<table>
<thead>
<tr>
<th>ATCS 3030/6130 (4)</th>
<th>Buildings, Climate, Comfort</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>Climate-responsive building enclosure, conditioning, light and water systems to provide for comfort while using energy and materials efficiently.</td>
</tr>
</tbody>
</table>
| **Course Goals & Objectives** | • Understand and apply tools used to measure thermal, luminous, and acoustic conditions and indoor air quality; correlate these measurements with changing and culturally-dependent occupant perceptions of comfort  
• Gather and analyze climate data  
• Determine climate-responsive approaches for building enclosure systems, space conditioning systems, daylighting & electric lighting, plug loads, water supply & wastewater treatment systems. Calculate the energy, financial, and environmental impact of these choices in the context of applicable codes and performance rating systems.  
• Perform labs and field studies (in teams) to measure comfort and performance of buildings around the campus and in the community |
| **Student Performance Criteria Addressed** | A.11 Applied Research  
B.3 Sustainability  
B.8 Environmental Systems  
C.2 Human Behavior  
C.9 Community and Social Responsibility  
Supports C.8 Ethics and Professional Judgment |
| **Topical Outline** | Comfort (10%) Climate (10%) Enclosures & thermal Flow (20%) Air quality & movement (20%) Daylighting, Lighting, plug loads (15%) Acoustics (10%) Water systems (10%) Energy code & environmental rating systems (5%) |
| **Prerequisites** | None |
| **Textbooks/Learning Resources** | Sun Wind and Light, GZ Brown  
Mechanical and Electrical Equipment for Buildings, Grondzik et al. |
<p>| <strong>Faculty Assigned</strong> | Z Smith |</p>
<table>
<thead>
<tr>
<th>ATCS 4010/6140 (4)</th>
<th>Structural Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>Architectural implication of structural framing as a building system. Understanding of the gravitational and lateral structural loads and their effects on framing members, connections and foundations. Introduction of quantitative concepts applicable to the structural component analysis.</td>
</tr>
</tbody>
</table>
| **Course Goals & Objectives** | Student will be able to:  
  • Identify and understand the relationships amongst the basic structural components.  
  • Identify basic structural loads affecting the frame.  
  • Analyze and quantify the distribution of structural loads.  
  • Determine the required size of the structural components.  
  • Understand the impact of the structural system in the overall building design schemes.  
These outcomes will be demonstrated through structural calculations, representational drawings, diagrams and models. will be assessed though quizzes, projects and exams. |
| **Student Performance Criteria Addressed** | B. 9. Structural Systems |
| **Topical Outline** | Statics (10%)  
Structural Systems (10%)  
Foundation (10%)  
Lateral Stability (20%)  
Stress on Materials (10%)  
Simple Beam Design (20%)  
Column Design (10%)  
Architectural Implication of Structural Analysis (10%) |
<p>| <strong>Prerequisites</strong> | PHYS 1050, ATCS 3020/6120 |
| <strong>Faculty Assigned</strong> | Kentaro Tsubaki |</p>
<table>
<thead>
<tr>
<th>ATCS 4020/6150 (01)</th>
<th>Integrated Building Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>Explore the integration of building systems – structure, circulation, environmental systems and building envelope – in the architectural design process and the critical interrelations of these systems.</td>
</tr>
</tbody>
</table>
| **Course Goals & Objectives** | • Understand the critical interrelation of building systems into an integrated whole.  
• Decode building system strategies in precedents and represent these strategies graphically.  
• Read and comprehend building systems within construction documents, specifically structural and mechanical elements.  
• Translate analytical information from the course into individual building design strategies. |
| **Student Performance Criteria Addressed** | A.4 Technical Documentation  
A.5 Investigative Skills  
B.9 Structural Systems  
B.10 Building Envelope Systems  
B.11 Building Service Systems integration  
Supports A.7 Use of Precedents*  
Supports B.2 Accessibility*  
Supports B.3 Sustainability*  
Supports B.5 Life Safety *  
*with DSGN 3200 Comprehensive Studio |
| **Prerequisites** | None |
| **Textbooks/Learning Resources** | *Design-Tech: Building Science for Architects, Alread, J and Leslie, T.  
Architect's Studio Companion, Edward Allen and Joseph Iano  
Building Construction Illustrated, Francis D.K. Ching* |
<p>| <strong>Faculty Assigned</strong> | Andrew Liles AIA LEED AP |</p>
<table>
<thead>
<tr>
<th>ATCS 6633</th>
<th>Material Strategies Research Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>This material research seminar employs and exercises design thinking directed towards the problem of material waste and potential re-use in architecture.</td>
</tr>
</tbody>
</table>
| **Course Goals & Objectives** | • Students will develop and strengthen research capacities  
• Students will further develop and strengthen design thinking skills  
• Students will further develop attitudes about social design agency and environmental responsibility  
• Students will increase capacity for collaborative research and design  
• Students will increase knowledge of testing and iterative development process |
| **Student Performance Criteria Addressed** | A2. Design Thinking Skills  
A11. Applied Research  
C1. Collaboration  
C9. Community and Social Responsibility |
| **Topical Outline** | Precedent Research (15%)  
Material Supply Research (15%)  
Collaborative Material Project Generation (10%)  
Collaborative Material Project Development (50%)  
Project Representation and Documentation (10%) |
| **Prerequisites** | None |
| **Textbooks/Learning Resources** | *Rematerial*, Alejandro Bahamon, Maria Camila Sanjines  
*Material Matters*, Katie Lloyd Thomas |
<p>| <strong>Faculty Assigned</strong> | Doug Harmon |</p>
<table>
<thead>
<tr>
<th><strong>DSGN 1100 / AVSM 1100 (6)</strong></th>
<th><strong>First Year Design Studio I / Visual Media I (Undergraduate)</strong></th>
</tr>
</thead>
</table>

**Course Description**
The course focuses on the fundamentals of spatial relationships and sequences, abstraction, design methodology and design process based on students' perception of existing spaces. Students develop a vocabulary in visual communication.

**Course Goals & Objectives**
- Students will explore initial concepts that form the basis for architectural design.
- Many forms of visual communication from freehand drawing through orthographic projection and physical model-making are developed.
- Students will learn presentation skills to be used throughout their academic career.
- Model-making is explored through a variety of materials.
- Skill building in the areas of drawing from observation, drawing from the imagination, the quick sketch, perspective, engaging a visual journal, exercises in activating the right brain.
- Introduction to various black and white dry media, watercolor, collage.

**Student Performance Criteria Addressed**
A.3 Visual Communication Skills
A.6 Fundamental Design Skills

**Topical Outline**
Fundamental Design Skills (60%)
Drawing and other representational techniques (20%)
Presentation skills (20%)

**Prerequisites**
None

**Textbooks/Learning Resources**
- Architectural Drawing Course: Tools and Techniques for 2D and 3D Representation by Mo Zell
- On Line: Drawing Through the Twentieth Century by Catherine de Zegher and Cornelia Butler
- Visual Notes for Architects and Designers by Norman Crowe and Paul Laseau
- Drawing on the Right Side of the Brain by Betty Edwards
- The Natural Way to Draw - A Working Plan for Art Study by Kimon Nicolaides
- Design Drawing by Francis D.K. Ching and Steven P. Juroszek AIA
- Architectural Sketching and Rendering: Techniques for Designers and Artists by Stephen A. Kliment
- Le Corbusier - The Creative Search: The Formative Years of Charles-Edouard Jeanneret by Geoffrey H. Baker
- Watercolour: A Visual Reference to Mixing Watercolour Paints (Winsor & Newton Colour Mixing Guides) by John Barber
- Color Mixing Recipes: Mixing recipes for more than 450 color combinations by William F. Powell

**Faculty Assigned**
Michael Crosby, Elizabeth Gamard, Doug Harmon, Jill Stoll, Thaddeus Zarse
<table>
<thead>
<tr>
<th>DSGN 1100 / AVSM 1100 (6)</th>
<th>Graduate Summer Introductory Studio I / Visual Media I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>The course focuses on the fundamentals of spatial relationships and sequences, abstraction, design methodology and design process based on students’ perception of existing spaces. Introduction to precedent research analysis and architectural diagraming. Students develop a vocabulary in visual communication.</td>
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<td>• Many forms of visual communication from freehand drawing through orthographic projection and physical model-making are developed</td>
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<td>• Students will learn presentation skills to be used throughout their academic career</td>
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<td>• Model-making is explored through a variety of materials</td>
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<tr>
<td>• An understanding of how basic freehand drawing skills can be applied to describe ideas of form/space.</td>
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</tr>
<tr>
<td>• Skill building in the areas of drawing from observation, drawing from the imagination, the quick sketch, perspective, engaging a visual journal, exercises in activating the right brain.</td>
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</tbody>
</table>

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<thead>
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</tr>
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<tbody>
<tr>
<td>A.3 Visual Communication Skills</td>
<td></td>
</tr>
<tr>
<td>A.6 Fundamental Design Skills</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th><strong>Topical Outline</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Fundamental Design Skills (60%)</td>
<td></td>
</tr>
<tr>
<td>Drawing and other representational techniques (20%)</td>
<td></td>
</tr>
<tr>
<td>Presentation skills (20%)</td>
<td></td>
</tr>
</tbody>
</table>

| **Prerequisites** | None |

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<td>• Le Corbusier - The Creative Search: The Formative Years of Charles-Edouard Jeanneret by Geoffrey H. Baker</td>
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</tr>
</tbody>
</table>

<p>| <strong>Faculty Assigned</strong> | Scott Bernhard, Irene Keil, Wendy Redfield, Jill Stoll |</p>
<table>
<thead>
<tr>
<th><strong>DSGN 1200 / ADGM 1200 (6)</strong></th>
<th><strong>First Year Design Studio II / Digital Media I</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>The course concentrates on developing the students’ fundamental design skills including the formal, spatial and representational principles that form the basis for architectural design. Analog skills continue to be developed; digital representation skills are introduced.</td>
</tr>
</tbody>
</table>
| **Course Goals & Objectives** | • Students will learn the development and communication of conceptual ideas and their manifestation into architectural space and form.  
• Using problems of both an abstract and an architectural character, visual communication skills are developed.  
• Students will develop craftsmanship and visual sensitivity as a foundation for a basic architectural language.  
• Technical skills of freehand drawing and model-making techniques in both two and three dimensions are developed.  
• Inquiries are focused on the process of design and methods of working that develop visual judgment and means of self-evaluation.  
• Students will learn basic principles of ordering and proportioning systems, composition, and tectonics of small constructs.  
• Students develop fundamental skills in Adobe Photoshop, Illustrator and InDesign  
• Students learn to integrate constructed and freehand drawing with digital representation  
• Students develop visual presentation skills like portfolio design and layout for review. |
| **Student Performance Criteria Addressed** | A2. Design Thinking Skills  
Supports A8. Ordering System Skills |
| **Topical Outline** | Design thinking skills. (60%)  
Drawing and other representational techniques (20%)  
Presentation skills (20%) |
| **Prerequisites** | DSGN 1100/AVSM 1100 |
| **Textbooks/Learning Resources** | “Form”, “Organization”, “Proportion and Scale”, Francis D.K. Ching  
Eyes of the Skin, Juhani Pallasmaa  
Elements of Architecture, Pierre von Meiss  
Thinking Architecture, Peter Zumthor  
Sequences, Bernard Tschumi  
Spaces and Events, Bernard Tschumi |
<p>| <strong>Faculty Assigned</strong> | Michael Crosby, Marianne Desmarais, Marcella Del Signore, Giovanna Galfione, Tiffany Lin, Jessica Tippens, Thaddeus Zarse. |</p>
<table>
<thead>
<tr>
<th><strong>DSGN 1200 / ADGM 1200 (6)</strong></th>
<th><strong>Graduate Summer Introductory Studio II / Digital Media I</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>The course concentrates on developing the students’ fundamental design skills including the formal, spatial and representational principles that form the basis for architectural design.</td>
</tr>
</tbody>
</table>
| **Course Goals & Objectives** | • Students will learn the development and communication of conceptual ideas and their manifestation into architectural space and form.  
• Using problems of both an abstract and an architectural character, visual communication skills are developed.  
• Students will develop craftsmanship and visual sensitivity as a foundation for a basic architectural language.  
• Technical skills of freehand drawing and model-making techniques in both two and three dimensions are developed.  
• Inquiries are focused on the process of design and methods of working that develop visual judgment and means of self-evaluation.  
• Students will learn basic principles of ordering and proportioning systems, composition, and tectonics of small constructs.  
• Students will learn presentation skills to be used throughout their academic career. |
| **Student Performance Criteria Addressed** | A2. Design Thinking Skills  
Supports A8. Ordering System Skills |
| **Topical Outline** | Design thinking skills. (60%)  
Drawing and other representational techniques (20%)  
Presentation skills (20%) |
| **Prerequisites** | DSGN1100/AVSM 1100 |
| **Textbooks/Learning Resources** | “Form”, “Organization”, “Proportion and Scale”, Francis D.K. Ching  
Eyes of the Skin, Juhani Pallasmaa  
Elements of Architecture, Pierre von Meiss  
Thinking Architecture, Peter Zumthor  
Sequences, Bernard Tschumi  
Spaces and Events, Bernard Tschumi |
<p>| <strong>Faculty Assigned</strong> | Andrew Liles, Tiffany Lin, Kentaro Tsubaki, Thaddeus Zarse |</p>
<table>
<thead>
<tr>
<th><strong>Course Description</strong></th>
<th>The focus of DSGN 2100 is the relationship between architecture and urban sites, and how various site conditions may inspire and influence the design of buildings.</th>
</tr>
</thead>
</table>
| **Course Goals & Objectives** | • Students will explore initial concepts that form the basis for architectural design including abstraction of complex conditions, diagramming, site and urban analysis  
• Many forms of visual communication from freehand drawing through orthographic projection and physical model-making are developed  
• Students will learn presentation skills to be used throughout their academic career  
• Students will learn that architectural propositions are almost always interventions into complex existing conditions that must first be understood and analyzed before successful additions can be made. |
| **Student Performance Criteria Addressed** | **A3. Visual Communication Skills**  
**A8. Ordering System Skills**  
**C1. Collaboration**  
Supports B4. Site Design |
| **Topical Outline** | Urban Analysis and Interpretation (40%)  
Drawing and other representational techniques (20%)  
Design (40%) |
| **Prerequisites** | DSGN 1100 and 1200 |
| **Textbooks/Learning Resources** | Time and Place in New Orleans, Richard Campanella  
“Visual Notes and the Acquisition of Architectural Knowledge,” Norman Crowe and Steven Hurtt,  
“A Theory of Urban Composition,” Robert D. Dripps  
“Diagrams,” Douglas Graf |
<p>| <strong>Faculty Assigned</strong> | Cordula Roser-Gray, Tom Holloman, Sarah Howell, Andrew Liles, Wendy Redfield, Scott Ruff |</p>
<table>
<thead>
<tr>
<th><strong>Course Description</strong></th>
<th>DSGN 2200 focuses on the sources of architectural form and the methodologies by which form is generated and composed.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Goals &amp; Objectives</strong></td>
<td>Students will investigate a specimen from nature to extract unique ordering principles based on structure and utility and pair each study with an architectural precedent in order to distill and explicate formal and conceptual congruencies. Students will interpret the lessons of their precedent analyses and translate formal design principles into a strategy for operating within a rich existing context. Physical model-making workshops will be offered as well as lessons in digital media, reinforcing well-rounded skill sets for conceptual thinking and design representation.</td>
</tr>
</tbody>
</table>
| **Student Performance Criteria Addressed** | A2. Design Thinking Skills  
A6. Fundamental Design Skills  
A7. Use of Precedents  
A8. Ordering System Skills |
| **Topical Outline** | Precedent analysis (40%)  
Design translation of analysis (30%)  
Representation skills: digital and physical modeling (20%)  
Presentation (10%) |
| **Prerequisites** | DSGN 1100, DSGN 1200 |
| **Textbooks/Learning Resources** | Ching, "Form," "Organization," "Proportion and Scale"  
Purves, "The Persistence of Formal Patterns"  
Bergdoll, "Nature's Architecture: The Quest for the Laws of Form and the Critique of Historicism"  
Unwin, "Ideal Geometry" |
| **Faculty Assigned** | Tiffany Lin, Charles Jones, Marty McElveen, Scott Ruff, Jessica Tippens |
# Third Year Design Studio

<table>
<thead>
<tr>
<th><strong>DSGN 3100 (6)</strong></th>
<th><strong>Third Year Design Studio</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>The charge of third year fall semester is to carry forward the focused lessons and themes from the second year and to prepare students for the comprehensive integration in the following spring. The studio focuses on the material reality of buildings. It emphasizes how material selection and detailing of assemblies are paramount in manifesting the architect's design concepts and the experiential presence of the building.</td>
</tr>
</tbody>
</table>
| **Course Goals & Objectives** | Student will be able to:  
- make intelligent building material choices consistent with the appropriate design intent.  
- articulate the material assemblies through detailing in an appropriate scale.  
The result will be documented and demonstrated in physical mock-ups, representational drawings and models, process studies; verbal presentations at formal reviews. |
| **Student Performance Criteria Addressed** | A.2 Design Thinking Skills  
A.5 Investigative Skills  
B.2 Accessibility  
B.12 Building Materials and Assemblies  
Supports B.1 Pre-Design  
Supports B.4 Site Design  
Supports C.1 Collaboration |
| **Topical Outline** | Site/context analysis and synthesis (10%)  
Design concepts (10%)  
Precedence research (20%)  
Material assembly investigations (20%)  
Design process (10%)  
Representation/Documentation (20%)  
Presentation (10%) |
| **Prerequisites** | DSGN2200 |
| **Textbooks/Learning Resources** | Digital Camera w/ minimum of (5) mega-pixel resolution.  
2D drafting 3D modeling software: AutoCad, Rhino.  
2D graphics software: Adobe Creative Suite (Photoshop, Illustrator, Acrobat, etc.)  
Rolls of white or yellow trace  
Basic model-making materials and tools as needed. |
<p>| <strong>Faculty Assigned</strong> | Kentaro Tsubaki |</p>
<table>
<thead>
<tr>
<th>Course Description</th>
<th>Integration of diverse aspects of building form + functional design with technological systems of structure, enclosure and environmental control systems.</th>
</tr>
</thead>
</table>
| Course Goals & Objectives | • Understand, interpret and design with code constraints  
  • Understand life-safety and accessibility constraints and design code compliant exit system for building  
  • Evaluate structural systems and design structural system for building  
  • Evaluate mechanical systems and design mechanical system for building  
  • Integrate structural and mechanical systems into building design  
  • Develop environmental strategy for building  
  • Research envelop systems and develop building envelope  
  • Develop facade assembly |
| Student Performance Criteria Addressed | A.7 Use of Precedents  
A.11 Applied Research  
B.2 Accessibility (with ATCS 4020/6150 Integrated Bldg Systems)  
B.3 Sustainability  
B.5 Life Safety (with ATCS 4020/6150 Integrated Bldg Systems)  
B.6 Comprehensive Design  
B.11 Building Service Systems Integration  
A.2 Design Thinking Skills  
A.4 Technical Documentation  
A.5 Investigative Skills  
A.8 Ordering Systems Skills  
A.9 Historical Traditions and Global Culture  
B.1 Pre-Design  
B.4 Site Design  
B.9 Structural Systems  
B.10 BuildingEnvelope Systems |
| Prerequisites | None |
| Textbooks/Learning Resources | Various websites for materials + fabrication  
Select books on reserve in library (such as: IBC 2009, NFPA latest edition, manuals and books on construction/technology, detailing, materials, systems, climate engineering) |
<p>| Faculty Assigned | Errol Barron, Bruce Goodwin, Andrew Liles, Wayne Troyer |</p>
<table>
<thead>
<tr>
<th><strong>DSGN 4100/4200/5100 (4-8)</strong></th>
<th><strong>Advanced Studio Elective</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>Advanced level graduate studio design courses, characterized by architectural problems of varying scale and complexity, require solutions that are thorough in their conception, development, and execution. Approximately 4-8 studio sections are offered each semester, each with a unique focus as determined by individual faculty teaching these studios. Examples include: aesthetic, cultural, and symbolic issues, housing, community design, urban design, historic preservation, and design / build</td>
</tr>
<tr>
<td><strong>Course Goals &amp; Objectives</strong></td>
<td>Varies – Topical Studios</td>
</tr>
<tr>
<td><strong>Student Performance Criteria Addressed</strong></td>
<td>Varies – Topical Studios</td>
</tr>
<tr>
<td><strong>Topical Outline</strong></td>
<td>Varies – Topical Studios</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>DSGN 3200</td>
</tr>
<tr>
<td><strong>Textbooks/Learning Resources</strong></td>
<td>Varies – Topical Studios</td>
</tr>
<tr>
<td><strong>Faculty Assigned</strong></td>
<td>Kinnard, Keil, Del Signore, Cizek, Klingman, Owen, Taylor, Mouton</td>
</tr>
</tbody>
</table>
**Course Description**

Thesis Design Studio provides a structured context for students to pursue individual interests and develop skills in advanced-level architectural research and design. Using the site and program established in the fall, the students pursue design-based research exploring their thesis question.

**Course Goals & Objectives**

- Documentation of design process including diagrams and iterative physical models
- A fully developed and documented architectural proposal the addresses their thesis question
- An updated and refined written thesis document incorporating the research conducted throughout the thesis year, and including documentation of the final architectural project.

**Student Performance Criteria Addressed**

A1. Communication Skills  
A2. Design Thinking Skills  
A3. Visual Communication Skills  
A6. Fundamental Design Skills

**Topical Outline**

Instructors will serve as design ‘coaches’, aiding students in their individual efforts by providing comments and suggestions for further study. Various modes of feedback will be used. At various times this will include desk crits, reviews and pin-ups in various sized groupings and peer reviews. Each mode of feedback is intended to strengthen students’ understanding of how their work is being perceived, in order to encourage the development of increasingly clear and compelling textual and graphic documents. Lectures were given on the conceptual strategies for representational techniques using diagrams, renderings and physical models at multiple scales.

**Prerequisites**

Final Semester Graduate and Undergraduate Students who have completed Thesis Research and Analysis, AHST 5110/6110

**Textbooks/Learning Resources**

Each instructor developed specific resources tied to individual student themes.

**Faculty Assigned**

Judith Kinnard, Scott Bernhard, Maurice Cox, Ammar Eloueini, Graham Owen, Cordula Roser Gray
<table>
<thead>
<tr>
<th><strong>PHSY 1050 (4)</strong></th>
<th><strong>Physics for Architects with Lab</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>A non-calculus course in classical physics stressing the fundamental physical laws and their application to architecture. Main topics include Newtonian mechanics with an emphasis on equilibrium applications, elasticity, fluids, and thermal processes. A weekly laboratory is included; the laboratory includes a review of techniques of problem solving, as well as experiments in classical physics.</td>
</tr>
<tr>
<td><strong>Course Goals &amp; Objectives</strong></td>
<td>• Students will be able to use Newtonian mechanics to analyze and solve static equilibrium problems, including rigid objects in equilibrium. • Students will be able to analyze elastic properties of materials, and solve simple problems involving elastic deformations • Students will be able to analyze thermal properties of materials, and solve simple problems involving heat transfer and ideal gas processes</td>
</tr>
<tr>
<td><strong>Student Performance Criteria Addressed</strong></td>
<td>This is a prerequisite to ATCS 3020 and 3030. In concert with those classes, this class demonstrates SPCs listed for them.</td>
</tr>
<tr>
<td><strong>Topical Outline</strong></td>
<td>Newtonian mechanics; static equilibrium; oscillations; fluids and elasticity; thermal processes</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Textbooks/Learning Resources</strong></td>
<td>Cutnell and Johnson, <em>Physics, 9th ed</em>, Wiley, 2012</td>
</tr>
<tr>
<td><strong>Faculty Assigned</strong></td>
<td>Jerry Shakov, PhD</td>
</tr>
<tr>
<td>PRST 4930</td>
<td>Environmental Law – Historic Preservation Seminar</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>This seminar will present a national, state and local perspective on historic preservation in a broad sense, including protection of the urban environment and of archaeological, cultural and other historic resources. It will examine laws dealing directly and indirectly with preservation, and the institutions that implement them. The City of New Orleans provides rich material for this examination. Students will be required to research selected topics and to present their findings orally to the class and in a substantial final paper. Grade will be based on research paper, oral presentation and attendance. Professor Shields plans to invoke a rule requiring students to be prepared and to attend class.</td>
</tr>
</tbody>
</table>
| **Course Goals & Objectives** | • Students will evaluate what traditional and emerging legal aspects and concepts have for preserving the historically built environment.  
• Examine the impact of integration of changes to the historic environment resulting from political and economic pressures and realities.  
• Different philosophies and techniques (legal and otherwise) will be explored. |
| **Student Performance Criteria Addressed** | • Outside reading requiring comprehension of federal and state legislation and case law  
• Walking tour of the Vieux Carre  
• Students must attend one regularly-scheduled meeting of the New Orleans or CBD HDLC, City Planning Commission or Board of Zoning Adjustment. A written summary of a topic of interest to you that was addressed at the meeting must be turned in  
• A presentation topic must be selected by the student and then a draft outline must be prepared.  
• Ultimately, each student will prepare a presentation paper of at least 25 pages on their chosen subject.  
• Each student will give an oral presentation using their research paper. The use of audio-visual media, PowerPoint slides and other relevant resources is encouraged. |
<p>| <strong>Topical Outline</strong> | |
| <strong>Prerequisites</strong> | None |
| <strong>Textbooks/Learning Resources</strong> | Cases, statutes and publications are all available using TWEN |
| <strong>Faculty Assigned</strong> | Lloyd N. Shields |</p>
<table>
<thead>
<tr>
<th>PRST 6410 &amp; 6420 (3)</th>
<th>Field Studies &amp; Field Studies (Non U.S. Location)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>Field Studies requires participation at an annual national historic preservation conference in the United States or Canada. Field Studies outside North America requires travel and analysis of architectural preservation practice abroad.</td>
</tr>
</tbody>
</table>
| **Course Goals & Objectives** | • Students gain up to date knowledge and experience through first-hand exposure to professional preservationists and their work.  
• Both courses require the submission of a 10-page paper detailing what students did to satisfy the course requirements, what they learned during the experience, and why in their opinion the experience was relevant to the historic preservation profession. |
| **Student Performance Criteria Addressed** | A1. Communication Skills  
A2. Design Thinking Skills  
A3. Visual Communication Skills  
A7. Use of Precedents  
A9. Historical Traditions and Global Culture  
A10. Cultural Diversity |
| **Topical Outline** | Travel / experiential learning (80%)  
Analysis / preparation of 10-page report (20%) |
<p>| <strong>Prerequisites</strong> | None |
| <strong>Textbooks/Learning Resources</strong> | Different preparatory texts may be assigned depending on location of travel |
| <strong>Faculty Assigned</strong> | John Stubbs, Danielle Del Sol |</p>
<table>
<thead>
<tr>
<th>PRST 6510 (6)</th>
<th>Building Preservation Studio</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>Basic principles involved in the documentation, conservation, renovation, restoration and adaptive reuse of a structure or group of structures.</td>
</tr>
</tbody>
</table>
| **Course Goals & Objectives** | • Documentation of historic structures and creation of Historic American Landscape Survey (HALS) and Historic Structures Reports.  
• Develop awareness and understanding of building principles and preservation techniques through research, documentation and analysis of historic tombs in Cypress Grove Cemetery.  
• Develop skills in both visual and verbal communication and concise report writing.  
• Evaluate and prepare recommendations for historic structures of various construction methods and materials.  
• Interpret and analyze preservation issues through hands-on site visits of historic structures. |
| **Student Performance Criteria Addressed** | A.1 Communication Skills  
A.2 Design Thinking Skills  
A.3 Visual Communication Skills  
A.4 Technical Documentation  
A.5 Investigative Skills  
A.7 Use of Precedents  
A.9 Historical Traditions and Global Culture  
A.10 Cultural Diversity  
A.11 Applied Research  
B.8 Environmental Systems  
B.12 Building Materials and Assemblies  
C.1 Collaboration  
C.2 Human Behavior  
C.9 Community and Social Responsibility |
| **Topical Outline** | Review and analysis of local historic structures (30%)  
Drawing and other representational techniques (50%)  
Communication and Leadership skills (10%)  
Presentation Skills (10%) |
| **Prerequisites** | Undergraduate Degree/Enrollment in MPS Certificate Program |
| **Textbooks/Learning Resources** | • HABS Guidelines, as published by the NPS, US Dpt. of the Interior  
• *Recording Historic Structures*, John A. Burns, Historic American Landscape Survey  
• Extant Historic structures throughout New Orleans and river regions. |
| **Faculty Assigned** | E Cizek  
C Steward |
<table>
<thead>
<tr>
<th>PRST 6510</th>
<th>Studio I: Building Preservation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>A 6 credit studio course that addresses all aspects of conserving individual historic structures entailing fieldwork and lecture enrichments</td>
</tr>
</tbody>
</table>
| **Course Goals & Objectives** | • Students learn graphic, photographic and basic computer assisted drafting technics for documenting historic buildings  
• Various forms of communication from sketching to HABS-quality documentation drawings, Photoshop and similar computer graphics  
• Students will learn presentation skills to be used throughout their university education and for use in the profession  
• Understand the physical forces that affect buildings including pathology of building materials  
• Introduction to the methods of landmarks preservation compliance  
• All projects involve real projects and often community stakeholders |
| **Student Performance Criteria Addressed** | A.1. Communication Skills  
A.3. Visual Communication Skills  
A.4. Documentation Skills  
A.5. Investigative Skills  
A.7. Use of Precedents  
A.9. Historical Traditions and Global Culture  
A.10. Cultural Diversity |
| **Topical Outline** | Documentary and field research (25%)  
Drawing and other representational techniques (50%)  
Presentation skills (25%) |
| **Prerequisites** | None |
| **Textbooks/Learning Resources** | *Recording Historic Buildings*, John Burns  
*Time Honored, A Global View of Architectural Conservation*, J H Stubbs  
*Secretary of the Interiors Standards and Guidelines for Preservation* |
<p>| <strong>Faculty Assigned</strong> | John Stubbs |</p>
<table>
<thead>
<tr>
<th>PRST 6520</th>
<th>Studio II: Urban Conservation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>A 6 credit studio course that addresses key aspects of conserving groups of historic structures entailing fieldwork and lecture enrichments</td>
</tr>
</tbody>
</table>
| **Course Goals & Objectives** | • Students learn graphic, photographic and basic computer assisted drafting technics for streetscapes and neighborhoods  
• Various forms of communication from sketching, Photoshop, CAD (for architecture enrollees) and similar computer graphics  
• Students will learn presentation skills to be used throughout their university education and for use in the profession  
• Understand the physical and social forces that affect groups of buildings and neighborhoods  
• Students learn requirements of landmarks preservation compliance  
• Direct exposure to real projects, their stakeholders and community concerns |
| **Student Performance Criteria Addressed** | A.1. Communication Skills  
A.3. Visual Communication Skills  
A.4. Documentation Skills  
A.5. Investigative Skills  
A.7. Use of Precedents  
A.9. Historical Traditions and Global Culture  
A.10. Cultural Diversity |
| **Topical Outline** | Field research and documentation (25%)  
Drawing and other representational techniques (40%)  
Presentation skills (20%)  
Compilation of Project Booklets (15%) |
| **Prerequisites** | PRST 6510 Studio I: Building Preservation |
| **Textbooks/Learning Resources** | *Conservation and Sustainability in Historic Cities, Dennis Rodwell*  
*The Death and Life of Great American Cities, Jane Jacobs*  
*The Living City, Roberta Brandes Gratz*  
*Secretary of the Interiors Standards and Guidelines for Preservation* |
<p>| <strong>Faculty Assigned</strong> | John Stubbs |</p>
<table>
<thead>
<tr>
<th><strong>PRST 6530 &amp; 6540 (1)</strong></th>
<th><strong>Internship I &amp; II (Heritage Education)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>60 hours of unpaid work for a preservation agency, a suitable not-for-profit, or a restoration firm.</td>
</tr>
</tbody>
</table>
| **Course Goals & Objectives** | • Students gain practical experience by working in a professional situation.  
• Students make connections in New Orleans’ preservation professional world.  
• Students participate in analysis, as they are required to submit a diary and a report about their work at the end of the experience. |
| **Student Performance Criteria Addressed** | A1. Communication Skills  
A.7. Use of Precedents |
| **Topical Outline** | Internship completion (80%)  
Final report, including letter from internship provider (20%) |
<p>| <strong>Prerequisites</strong> | None |
| <strong>Textbooks/Learning Resources</strong> | None |
| <strong>Faculty Assigned</strong> | John Stubbs |</p>
<table>
<thead>
<tr>
<th>PRST 6610</th>
<th>History of North American Architecture I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>A survey of 18th through 20th century American architecture focusing on major monuments, figures, and publications.</td>
</tr>
</tbody>
</table>

| **Course Goals & Objectives** | • Students are expected to be able to identify major monuments by type, style, period, and designer. (Learning demonstrated primarily through mid-term and final.)  
• Students should be conversant with the cultural context, general history, and informing concepts of architecture during the covered timeframes. They will also be expected to develop a thorough knowledge of the architectural vocabulary necessary to describe, in detail, each style covered in the course. (Learning demonstrated through tests, final papers and presentations, and short writing assignments given throughout the semester.)  
• The major goal of the course is to help students to develop the requisite familiarity with American architectural history to competently interpret the multitude of cultural and historical influences present in the built environment of New Orleans today.  
• An important objective of the course is to help students improve their architectural research and writing skills. Students are expected to become conversant with the vocabulary of architectural forms and ornamentation. These skills are developed and tested through regular writing assignments and exams. Research for the final paper is monitored throughout the semester. |

| **Student Performance Criteria Addressed** | A7. Use of Precedents  
A9. Historical Traditions and Global Culture  
A10. Cultural Diversity  
A11. Applied Research |

| **Topical Outline** | Lecture (60%)  
Writing and reading assignments and class discussion thereof (20%)  
Final paper (research and writing) and examinations (20%) |

| **Prerequisites** | None |

| **Textbooks/Learning Resources** | American Buildings and Their Architects, Vols. 1 & 2, William H. Pierson  
A History of American Architecture, Mark Gelernter  
A Concise History of American Architecture, Leland Roth |

<p>| <strong>Faculty Assigned</strong> | Daniel Hammer |</p>
<table>
<thead>
<tr>
<th>PRST-6621</th>
<th>History of New Orleans Regional Architecture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>This illustrated course examines New Orleans architecture from the city’s founding in 1718 to the present time in relation to national architectural trends.</td>
</tr>
</tbody>
</table>
| **Course Goals & Objectives** | • Obtain a basic knowledge of New Orleans’ architectural styles, their period of significance, and identifying characteristics.  
• Obtain knowledge of the cultural, historic, and design contexts of the various architectural styles.  
• Obtain research and communication skills with respect to architectural styles. |
A9. Historical Traditions. |
| **Topical Outline** | Attendance and Participation (10%)  
Research Paper (30%)  
Mid-Term Exam (30%)  
Final Exam (30%) |
| **Prerequisites** | None. |
| **Textbooks/Learning Resources** | None.  
Supplemental reading list provided on Blackboard. |
<p>| <strong>Faculty Assigned</strong> | Robert J. Cangelosi, Jr., AIA, NCARB |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRST 6710</td>
<td>Introduction to Historic Preservation</td>
</tr>
</tbody>
</table>

**Course Description**

A 3 credit lecture course that introduces the theory, traditions, methods, and key related disciplines of architectural preservation practice.

**Course Goals & Objectives**

- Develop a definition and understanding of the concept of historic preservation that spans various historical periods and geographies.
- Develop a sense of the parameters of the preservation field.
- Act as engaged critics in the areas of design, preservation planning, city planning, and cultural heritage management.
- Analyze and evaluate different approaches to safeguarding the built environment.
- Argue different sides of debates concerning the built environment, planning, legal issues, interpretation, and historic preservation based on theories discussed in reading and coursework.
- Students learn the sources of information pertaining to preservation and how to access them.
- Students learned written communication skills.
- Learn the threats to cultural heritage.
- Students learn from exemplary local preservation efforts.

**Student Performance Criteria Addressed**

A.1. Communication Skills  
A.4. Documentation Skills  
A.5. Investigative Skills  
A.7. Use of Precedents  
A.9. Historical Traditions and Global Culture  
A.10. Cultural Diversity  
A.11. Applied Research

**Topical Outline**

Seminar and field trip attendance and participation (15%)  
Topical research, critical thinking (25%)  
Presentation skills (20%)  
Response Papers, Mid term and final examinations (40%)

**Prerequisites**

None

**Textbooks/Learning Resources**

*Giving Preservation a History: Histories of Historic Preservation in the United States*, Routlege, 2004  
*Time Honored; A Global View of Architectural Conservation*, 2009  
Various websites such as those cited in Conservebuiltworld.com

**Faculty Assigned**

John Stubbs
<table>
<thead>
<tr>
<th><strong>PRST 6720</strong></th>
<th><strong>Preservation Technology: Introduction to Architectural Conservation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>This course will provide an overview of the field of architectural conservation, or the study of historic building materials and the technical means used to diagnose, analyze and design interventions to preserve them.</td>
</tr>
</tbody>
</table>
| **Course Goals & Objectives** | • To develop a general knowledge of historic building materials, how they function and how they deteriorate.  
• To increase the knowledge of how one investigates historic buildings; analyzes the existing conditions of the building’s elements, materials and the interaction between the building and the outside forces acting on it; and develops and evaluates methods for restoring the building.  
• To develop and reinforce knowledge of terms associated with buildings, building materials, investigation and analysis, and repair materials and methods.  
• To develop knowledge of basic concepts and issues in building conservation, including ethical and professional considerations. |
| **Student Performance Criteria Addressed** | A1, A3, A4, A5, A9, B1, B10, B12, C1, C5, C8 |
| **Topical Outline** | Participation in classes and field sessions (15%)  
Group research assignment/presentation on historic building investigation (25%)  
Individual research assignment/presentation on conservation treatments (30%)  
Final Exam (30%) |
| **Prerequisites** | None |
| **Textbooks/Learning Resources** | Multiple readings (mainly articles), provided as PDFs. Also, the following general texts for reference:  
<p>| <strong>Faculty Assigned</strong> | Dorothy Krotzer |</p>
<table>
<thead>
<tr>
<th><strong>PRST 6900 (6)</strong></th>
<th>Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>Concentrated and valuable work experience in the field of historic preservation for duration of 480 hours (three months, full-time) as a requirement for degree completion (if Thesis is not chosen).</td>
</tr>
</tbody>
</table>
| **Course Goals & Objectives** | • Students gain professional experience working for a preservation-related firm, nonprofit or entity.  
• Students analyze the experience and their work in the field in preparing a 50-page Practicum report to complete the experience.  
• Students gain presentation skills as they present their topic and methodology to a panel of advisors in mid-Fall. |
| **Student Performance Criteria Addressed** | A1. Communication Skills  
A3. Visual Communication Skills  
A7. Use of Precedents  
A4. Documentation Skills  
A5. Investigative Skills |
| **Topical Outline** | Completion of 480 hours of work (70%)  
Completion of 50-page Practicum report, including letter of certification from the work provider (25%)  
Presentation of project mid-Fall (5%) |
<p>| <strong>Prerequisites</strong> | None |
| <strong>Textbooks/Learning Resources</strong> | None |
| <strong>Faculty Assigned</strong> | John Stubbs, approved advisor |</p>
<table>
<thead>
<tr>
<th><strong>PRST 6920 (6)</strong></th>
<th><strong>Thesis</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>A minimum 100-page research document on a topic chosen by the student and advisor, necessary to degree completion (if a Practicum is not done instead).</td>
</tr>
</tbody>
</table>
| **Course Goals & Objectives** | • Students spend months conducting primary research, performing interviews, and writing a paper on the topic of their choosing.  
• Students gain presentation skills as they present their topic and methodology to a panel of advisors in mid-Fall. |
| **Student Performance Criteria Addressed** | A1. Communication Skills  
A3. Visual Communication Skills  
A7. Use of Precedents  
A4. Documentation Skills  
A5. Investigative Skills |
| **Topical Outline** | Completion of 100+ page document with accompanying images and supplemental materials (95%)  
Presentation of project to panel mid-Fall (5%) |
<p>| <strong>Prerequisites</strong> | None |
| <strong>Textbooks/Learning Resources</strong> | None |
| <strong>Faculty Assigned</strong> | John Stubbs, approved advisor |</p>
<table>
<thead>
<tr>
<th><strong>SISE 2020</strong></th>
<th><strong>Business Principles for Social Innovation and Social Entrepreneurship</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>Fundamentals of business for social entrepreneurship including accounting, finance, strategy, marketing, sales &amp; operations.</td>
</tr>
<tr>
<td><strong>Course Goals &amp; Objectives</strong></td>
<td>Basic competence in core elements of sustainable business models Provide working vocabulary and theoretical toolkit for business Provide fundamental technical skills for operating in a business environment.</td>
</tr>
<tr>
<td><strong>Topical Outline</strong></td>
<td>Class Participation (30%) Individual Case Review Paper (35%) Group Case Review &amp; Presentation (35%)</td>
</tr>
<tr>
<td><strong>Prerequisites &amp; Co-requisites</strong></td>
<td>SISE 2010 is a co-requisite for declared SISE Minors. The course is open to all non-SISE Minors as well.</td>
</tr>
<tr>
<td><strong>Textbooks/Learning Resources</strong></td>
<td>The course uses a case packet: <a href="http://www.study.net/r_mat.asp?crs_id=30030518">http://www.study.net/r_mat.asp?crs_id=30030518</a></td>
</tr>
<tr>
<td><strong>Faculty Assigned</strong></td>
<td>Sherif A. Ebrahim</td>
</tr>
<tr>
<td><strong>SRED 6120</strong></td>
<td><strong>Legal Issues in Real Estate Development</strong></td>
</tr>
<tr>
<td>----------------</td>
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</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>Real estate development relies extensively on various overlapping systems of laws and regulations, both public and private. This course will introduce to students the various ways in which legal rules can affect real estate projects in the planning stages, when contracting for services, through the entitlement process, at financing, and elsewhere.</td>
</tr>
<tr>
<td><strong>Course Goals &amp; Objectives</strong></td>
<td>• At the completion of the course, students will have an understanding of the legal framework that surrounds the real estate development process, which will assist them in planning their projects, engaging with counsel, interacting with government authorities, and contracting with other project team members.</td>
</tr>
</tbody>
</table>
| **Student Performance Criteria Addressed** | A. Understanding of zoning and land use law  
B. Understanding of basic contract and property law  
C. Understanding of broad environmental law frameworks  
D. Familiarity with purchase agreements, leases, and closing documents  
E. Understanding of tax-credit financing structures  
F. Understanding of contractual provisions with builders and architects  
G. Understanding of basic corporate structures and tax consequences |
| **Topical Outline** | |
| **Prerequisites** | None |
| **Textbooks/Learning Resources** | Varied readings, from case law to closing documents. |
| **Faculty Assigned** | Teague, Longwell |