ACSA Distinguished Professor

2016-2017 Winner Submission Materials

CHRISTOPHER LONG University of Texas at Austin Fall 2015 ARC 368 R/388R Methodologies of Architectural History

Instructor: Dr. Christopher Long

Office hours: T Th, 10-11:00, and by appointment

Office: Sutton Hall 4.104 Tel.: (512) 232-4084

E-mail: chrlong@utexas.edu

Class time and place: Monday, 9-12, Battle Hall 101

Prerequisites

This course is intended for incoming graduate students in architectural history, graduate students in the School of Architecture, and advanced undergraduates in the School of Architecture. Graduate students from other departments may register with the instructor's permission.

Course Description and Format

This course will explore basic models for the writing and research of architectural history and related fields. We will discuss the evolution of the discipline of architectural history, its intellectual lineages, major theories of history, and the various methodological models used in research and writing. Readings and critiques of basic texts will be supplemented with several short writing assignments. Students will also make in-class presentations during the term. One longer research paper (approximately 30 pages) will be due on the final day of classes.

Educational Objectives

This course will focus on developing students' knowledge of the fundamental problems of the discipline; on familiarizing them with sources and concepts used in architectural history and theory; on developing their critical thinking and writing skills; and on developing their abilities to do scholarly research within the field.

Course Requirements

<u>Class attendance is required</u>. Students will also be required to write several short papers (30%); participate in class and present their work (30%); and write a final paper (20-25 pages) (40%). Late papers will not be accepted. A course reader is available at the University Coop. For this course, I will use plus/minus grading.

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Cheating and plagiarism (using another person's words or ideas without proper attribution) are serious academic offenses and may result in a failing grade or expulsion from the university! If you are unsure about what constitutes plagiarism or have questions about how to employ source material in your papers, please consult with me. You may discuss your papers with your friends—and I encourage you to do so—but remember that the work you submit must be your own. If you have questions concerning these issues, please see the link to the University Honor Code: http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, http://www.utexas.edu/diversity/ddce/ssd/

Note the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/:

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

Behavior Concerns Advice Line (BCAL): 512-232-5050

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Required readings

Donald Preziosi, *The Art of Art History: A Critical Anthology*. Oxford and New York: Oxford University Press, 1998. ISBN: 978-0199229840

Plus a course reader

SYLLABUS

- ** denotes article is in the course reader
- ++ denotes that the book is in the Architecture and Planning Library

August 31

1. Architectural History and Its Methods

Readings:

Dianne Harris, "That's Not Architectural History!" Journal of the Society of Architectural Historians 70, no. 2 (June 2011): 149-52.

Branko Mitrović, "Leon Battista Alberti and the Homogeneity of Space," Journal of the Society of Architectural Historians 63, no. 4 (December 2004): 424-39.

Alice T. Freidman, "Frank Lloyd Wright and Feminism: Mamah Borthwick's Letters to Ellen Key," Journal of the Society of Architectural Historians 61, no. 2 (June 2002): 140-51.

Barbara Burlison Moony, "The Comfortable Tasty Framed Cottage: An African American Architectural Iconography," *Journal of the Society of Architectural Historians* 61, no. 1 (March 2002): 48-67.

Sarah Williams Goldhagen, "Something to Talk About: Modernism, Discourse, Style," Journal of the Society of Architectural Historians 64, no. 2 (June 2005): 144-67.

September 7 Labor Day holiday

September 14

2. Architecture as History

Final paper proposal is due (3 pages plus a bibliography)

Readings:

Christopher Long, "Architecture: The Built Object," in *History Beyond the Text: A Student's Guide to Approaching Alternative Sources*, eds. Sarah Barber and Corinna Peniston-Bird (London: Routledge, 2009): 155-75.**

Dana Arnold, "Reading the Past: What is Architectural History," in *Reading Architectural History*, ed. Dana Arnold (London: Routledge, 2002): 1-13.**

E. H. Carr, "What is History," in *Reading Architectural History*, ed. Dana Arnold (London: Routledge, 2002): 14-23.**

Hayden White, "The Fictions of Factual Representation," in *Reading Architectural History*, ed. Dana Arnold (London: Routledge, 2002): 24-33.**

September 21

3. Style

Readings:

Alois Riegl, "Leading Characteristics of the Late Roman Kunstwollen," in The Art of Art History: A Critical Anthology, ed. Donald Preziosi (Oxford and New York: Oxford University Press, 1998): 169-76.**

Meyer Shapiro, "Style," in *The Art of Art History: A Critical Anthology*, ed. Donald Preziosi (Oxford and New York: Oxford University Press, 1998): 143-49.**

E. H. Gombrich, "Style," in *The Art of Art History: A Critical Anthology*, ed. Donald Preziosi (Oxford and New York: Oxford University Press, 1998): 150-63.**

Erwin Panofsky, "The Ideological Antecedants of the Rolls Royce Radiator," in Erwin Panofsky, Three Essays on Style, ed. Irving Lavin (Cambridge, Mass., and London: MIT Press, 1995): 129-67.**

Karsten Harries, The Bavarian Rococo Church: Between Faith and Aestheticism (New Haven: Yale University Press, 1983): 1-9, 243-58.**

September 28

4. Influence and Reception

Assignment 1 due: Building description (5 pages; plus a bibliography)

Readings:

Rudolf Wittkower, Selected Lectures of Rudolf Wittkower: The Impact of Non-European Civilizations on the Art of the West, ed. Donald Martin Reynolds (Cambridge: Cambridge University Press, 1981): 1-17, 127-44.**

Anthony Alofsin, Frank Lloyd Wright: The Lost Years, 1910-1922: A Study of Influence (Chicago and London: Chicago University Press, 1993): 1-8, 221-60.**

Kristoffer Neville, "The Early Reception of Fischer von Erlach's Entwurff einer historischen Architektur," Journal of the Society of Architectural Historians 66, no. 2 (June 2007): 160-75.

October 5

5. Mechanisms of Meaning: Iconography and Semiology

Final paper abstract is due

Readings:

Jan Białostocki, "Iconography and Iconology," in *Encyclopedia of World Art*, vol. VII (New York, Toronto, and London: McGraw Hill, 1964): 769-85.**

Erwin Panofsky, "Iconography and Iconology: An Introduction to the Study of Renaissance Art," in *Meaning in the Visual Arts: Papers in and on Art History* (Woodstock, New York: The Overlook Press, 1974): 26-54.**

Mieke Bal and Norman Bryson, "Semiotics and Art History: A Discussion of Context and Senders," in *The Art of Art History: A Critical Anthology*, ed. Donald Preziosi (Oxford and New York: Oxford University Press, 1998): 242-56.**

Richard Krautheimer, "Introduction to an 'Iconography of Medieval Architecture," Journal of the Warburg and Courtauld Institute 5 (1942): 1-33.**

October 12

6. Construction, Materials, and Tectonics

Assignment 2 due: Description of a building's iconography (5 pages plus a bibliography)

Readings:

Gottfried Semper, "The Basic Elements of Architecture," in Gottfried Semper in Search of Architecture, ed. Wolfgang Hermann (Cambridge, Mass.: MIT Press, 1984): 196-203.**

Kenneth Frampton, Studies in Tectonic Culture: The Poetics of Construction in Nineteenth and Twentieth Century Architecture (Cambridge, Mass.: MIT Press, 1995): 1-27, 159-80.**

October 19

7. Proportion and Space

Final paper preliminary presentations Final paper abstract due

Readings:

Rudolf Wittkower, "Alberti's Approach to Antiquity in Architecture," in Rudolf Wittkower, *Architectural Principles in the Age of Humanism* (London: Academy, 1988): 41-59.**

Colin Rowe, "The Mathematics of the Ideal Villa," in Colin Rowe, *The Mathematics of the Ideal Villa and Other Essays* (Cambridge, Mass., and London: MIT Press, 1976): 1-27.**

Francesco Passanti. "Architecture: Proportion, Classicism and Other Issues," in *Le Corbusier Before Le Corbusier*, eds. Stanislaus von Moos and Arthur Rüegg (New Haven and London: Yale University Press, 2002): 69-97.**

Paul Frankl, Principles of Architectural History: The Four Phases of Architectural Style, 1420-1900 (Cambridge, Mass., MIT Press, 1968): vi-xi, 185-95.**

Mitchell Schwarzer, "The Emergence of Architectural Space: August Schmarsow's Theory of Raumgestaltung," Assemblage 15 (August 1991): 48-61.

Christopher Long, "The House as Path and Place: Spatial Planning in Josef Frank's Villa Beer, 1928-1930," *Journal of the Society of Architectural Historians* 59 (December 2000): 478-501.

October 26
8. The Meanings of Vernacular Architecture (guest: Professor Sarah Lopez)

Readings:

Dell Upton, "Outside the Academy: A Century of Vernacular Architecture Studies, 1890-1990," Studies in the History of Art Vol. 35, Symposium Papers XIX: The Architectural Historian in America (1990): 199-213.

Dell Upton, "Architectural History or Landscape History?" *Journal of Architectural Education* Vol. 44, No. 4 (August 1991): 195-99.

Paul Groth, "Making New Connections in Vernacular Architecture," Journal of the Society of Architectural Historians Vol. 58, No. 3 (September 1999): 444-51.

Louis Nelson, "Architectures of West African Enslavement," *Buildings & Landscapes* Vol.21, No. 1 (Spring 2014): 88-125.

November 2 No class

November 9 9. Biography

Assignment 3 due: Book review (5 pages)

Readings:

Ernst Gombrich, "Psycho-analysis and the History of Art," in *Meditations on a Hobby Horse* (Chicago: University of Chicago Press, 1965): 30-44.**

Thomas S. Hines, Richard Neutra and the Search for Modern Architecture: A Biography and History (Oxford and New York: Oxford University Press, 1982).++

Sylvia Lavin, "Cornered," in Form Follows Libido: Architecture and Richard Neutra in a Psychoanalytic Culture (Cambridge, Mass., and London: MTT Press, 2004): 101-12.**

Raymond Richard Neutra, "Neutra Territory," Dwell 7, no. 8 (July/August 2007): 174-86.**

November 16 10. Social, Cultural, and Intellectual History

Readings:

Manfredo Tafuri, Architecture and Utopia: Design and Capitalist Development (Cambridge, Mass.: MIT Press, 1976).++

Mark Girouard, *Life in the English Country House: A Social and Architectural History* (New Haven: Yale University Press, 1978).++

Gwendolyn Wright, Building the Dream: A Social History of Housing in America (Cambridge, Mass., and London: MIT Press, 1981).++

Ernst Gombrich, "An Autobiographical Sketch," in *The Essential Gombrich*, ed. Richard Woodfield (London: Phaidon Press, 1996): 27-36.**

Ernst Gombrich, "Old Masters and Other Household Goods," in *The Essential Gombrich*, ed. Richard Woodfield (London: Phaidon Press, 1996): 37-39.**

Louis Menand, "Cat People: What Dr. Seuss Really Taught Us," *The New Yorker*, 23 and 30 December 2002: 148-54.**

Carl E. Schorske, "The Ringstrasse, Its Critics, and the Birth of Urban Modernism," in Carl E. Schorske, Fin-de-siecle Vienna: Politics and Culture (New York: Alfred A. Knopf, 1980): 24-115.**

November 23
12. Discourses of Gender
Assignment 4 due: Article review (5 pages)

Readings:

Diane Yvonne Ghirardo. "The Topography of Prostitution in Renaissance Ferrara," *Journal of the Society of Architectural Historians* 60 (December 2001): 402-31.

Alice T. Friedman. "Architecture, Authority and the Female Gaze: Planning and Representation in the Early Modern Country House," Assemblage 18 (1992): 41-61.

Beatriz Colomina, "The Split Wall: Domestic Voyeurism," in Beatriz Colomina, *Privacy and Publicity: Modern Architecture as Mass Media* (Cambridge, Mass., MIT Press, 1994): 233-81.**

Farès el-Dahdah, "The Josephine Baker House: For Loos's Pleasure." Assemblage 26 (1996): 73-81.

November 30 13. Poststructuralism and Beyond

Readings:

Michel Foucault, "What is an Author?" In *The Art of Art History: A Critical Anthology*, ed. Donald Preziosi. Oxford and New York: Oxford University Press, 1998: 299-314.

Stephen Melville, "The Temptation of New Perspectives," in *The Art of Art History: A Critical Anthology*, ed. Donald Preziosi (Oxford and New York: Oxford University Press, 1998): 401-12.

Andreas Huyssen, "Mapping the Postmodern," in *The Art of Art History: A Critical Anthology*, ed. Donald Preziosi (Oxford and New York: Oxford University Press, 1998): 329-37.

Mark Wigley, "White-Out: Fashioning the Modern [Part 2]," Assemblage 22: 6 (1994): 7-49.

December 4
FINAL PAPERS DUE

INSTRUCTIONS FOR THE FOUR SHORT PAPERS

General instructions: For all papers, please use the Journal of the Society of Architectural Historians format for footnote and bibliographical citations. (Refer to the style sheet of the JSAH on the Society of Architectural Historians website—sah.org). Pay careful attention to the quality of your writing. Remember: clarity and elegance of expression are important ingredients of any written presentation! Please no fancy covers or folders! Use plain white paper and staple the pages together in the upper left corner.

Assignment 1
Building description
(5 pages; plus a bibliography)

Your task is to write a description of Battle Hall. Please consider both the exterior and interiors (especially, in the case of the latter, the reading room). Use proper architectural terminology. (If you are in doubt about a term, consult one of the many dictionaries of architecture in the library's reference collection.) Your description should be clear and well organized. In addition, please prepare a bibliography of at least a page—longer if you able to do so.

Assignment 2 Description and analysis of a building's iconography (5 pages; plus a bibliography)

Select a well-known building and describe and analyze its iconographic program. Be sure to employ the techniques and approaches you learned from our readings. You should research what has been written about the building previously, but make sure that your analysis is your own, not borrowed from another scholar. You may, however, refute or confirm what has been previously written.

Assignment 3 Book review (5 pages)

Write a scholarly review of the assigned book. Be sure to engage the question of how biography is or is not a useful tool in understanding the architect's works. Evaluate the book. Is the work successful? Why or why not?

Assignment 4 due Article review (5 pages)

Write a scholarly article review of one of the four articles listed for this week's reading. Be sure to examine what the author's argument is, her or his methodological approach, and the sources used. You should also evaluate the quality of the article. How well did each writer answer the historical questions she or he set out to investigate? Were these the right questions? How might the article be improved?

INSTRUCTIONS FOR THE FINAL PAPER AND ABSTRACT (25-30 pages plus bibliography, notes, and illustrations)

For your final paper, you are free to choose (after consultation with me!) your own topic. Your paper may explore a particular building, urban complex, interior, landscape design, or a related problem (for example, an architectural detail or a theoretical issue). Your work should in some way examine the general themes of this course: the rise of architectural historiography and/or the various concepts and problems of theory or practice in the writing of history. You may find it useful to try to work in some of the theoretical tracts we will be reading, or you may choose to make use of other texts. Your paper must reflect original research and an original interpretation. It should not merely be a "report." To best succeed, you should start early! Papers written at the last minute always show evidence of the haste with which they were produced. Please follow the *JSAH* format for footnote and bibliographical citations precisely!

For the abstract, please supply a one hundred-word summary of your thesis and findings. For examples, please see the abstracts in *JSAH*. You will submit a preliminary abstract with your inclass presentation (instructions for which will be given in class) and a final abstract submitted with your final paper.

UNIVERSITY OF TEXAS AT AUSTIN
Long, Christopher A ARC368R

2 COMMUNICATED INFORMATION EFFECTIVELY

3 SHOWED INTEREST IN STUDENT PROGRESS

4 ASSIGNMENTS AND TESTS RETURNED PROMPTLY

E041 Architecture + Expanded

COURSE-INSTRUCTOR SURVEY
00935 CENT EUROPEAN ARCH, 1648-PRES

0

0

0

0

Str Disag Disagree

0

0

0

Fall 2013 DEPARTMENT COPY Enrollment = 23

Str Agree

17

22

14

15

NO. REPLIES

THIS ITEM

23

23

23

23

AVG.

4.7

5.0

4.6

4.7

SURVEYED WITH: 01200

1 COURSE WELL-ORGANIZED

Surveys Returned = 23

NUMBER CHOOSING EACH RESPONSE

0

0

0

0

Agree

6

1

9

8

Neutral

-		•			-			
5	STUDENT FREEDOM OF EXPRESSION	0	0	0	4	19	23	4.
6	OBJECTIVES/ASSIGNMENTS CLEARLY STATED	0	0	0	10	13	23	4.
7	INSTRUCTOR WELL-PREPARED	0	0	0	2	21	23	4.
	INST. HAD THOROUGH KNOWLEDGE OF SUBJECT	0	Ō	0	ī	22	23	5.
	GENUINELY INTERESTED IN TEACHING COURSE	0	Ô	Ö	ī	22	23	5.
	AVAILABILITY OUTSIDE OF CLASS	ň	ŏ	Ö	9	14	23	4.
	STUDENT PERFORMANCE EVALUATED FAIRLY	ŏ	ŏ	ő	7	16	23	4.
	ADEQUATE INSTRUCTIONS FOR ASSIGNMENTS				11	11	23	4.
		v	1 0	0		19		
	COURSE WAS MADE EDUCATIONALLY VALUABLE	0 0	U		4		23	4.
	INSTRUCTOR INCREASED STUDENT KNOWLEDGE	0	0	0	4	19	23	4.
	INTELLECTUALLY STIMULATING	0	0	0	5	18	23	4.
	ASSIGNMENTS USUALLY WORTHWEILE	0	0	1	6	16	23	4.
.7	COURSE OF VALUE TO DATE	0	0	0	5	18	23	4.
		Vry Unsat	Unsat	Satisfact	Very Good	Excellent		
8	OVERALL INSTRUCTOR RATING	_ 0	0	0	1	22	23	5.
9	OVERALL COURSE RATING	0	0	0	2	21	23	4.
		Excessive	High	Average	Light	Insuffic		
0	STUDENT RATING OF COURSE WORKLOAD	1	1	20	1	0	23	
		Less 2.00	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00		
1	OVERALL UT GRADE POINT AVERAGE	0	0	0	8.	15	23	
		A	В	С	ก	y r		
2	PROBABLE COURSE GRADE	<u>A</u>	$-\frac{5}{2}$	—c—	— "	- -* ₀	23	
		Str Disag	Disagree	Neutral	Agree	Str Agree		
3	COURSE RELEVANT TO FUTURE CAREER	0	1	1	12	9	23	4.
	HELPED RECOGNIZE PROBLEMS	ñ		2	12	7	22	4.
	HELPED OBTAIN AND USE INFORMATION	0 0 0	0 0 0 1 0 0 0	3	13	7	23	4.
	HELPED SYNTHESIZE POTENTIAL SOLUTIONS	0	0	3	12	8	23	4.
	HELPED COMMUNICATE INFORMATION	0	0	3	10	9	23 23	
	HELPED MANAGE TIME AND EFFORT	U	v	5		6		4.
		0	1	5	11		23	4.
	HELPED REALIZE PRODUCTS MORE SKILLFULLY	-	0	4	11	8	23	4.
	HELPED EVALUATE SOLUTIONS ACCURATELY	0	0	5	12	6	23	4.
	PREVIOUS COURSES PREPARED FOR THIS ONE	0	0	1	13	9	23	4.
	WELL-PACED COURSE	0	0	0	6	16	22	4.
	COURSE FOLLOWED THE OUTLINE	0	0	0	11	12	23	4.
	LIBRARY INFO AVAILABLE WHEN NEEDED	0	_	-	9	10	22	4.
5	SCHOOL HAS ADEQUATE SUPPORT FACILITIES	0	1	4	9	9	23	4.
5	CLASSROOM ADEQUATELY EQUIPPED	1	2	2	9	9	23	4.
		Planning	Designing	Managemnt	Tech Use	Preserve		
7	AREA OF EXPECTED CAREER	2	18	2	0	0	22	

Scanned: 01/14/2014 Printed: 01/31/2014

Questions 30-36 use the same response scale.	Strong		Neutral	Aaroo	Strongly
30. This course helped me measure and evaluate my solutions to problems mo	Disagr o re	ee Disagree	itouti Gi	Agree	Agree
accurately than before. 31. Previous courses in the School of Architecture and Planning prepared me a	C	0	0	0	•
for this course	O	0	0	0	6
32. The instructor paced the course well.	0	Ō	Ö	Ō	®
33. In my opinion, the course followed the outline.	0	0	0	0	0
34. I was able to get the information I needed from the library when I tried.	0	0	0	O .	©
35. The School's support facilities (shop, computers, audio visual, etc.) were ad	equate to				
the needs of the class.	0	0	0	0	- 8
36. The classroom or student space was adequately equipped for the needs of	the class.	0	0	. 0	
For question 37, choose the appropriate response from those given	l.				
37. I see my professional architecture or planning career as one primarily di Planning Designing Management Technology		: Historic Pro	eservation an	d Conservati	on
Optional questions provided by instructor					
1. 486000 5. 486000 9. 48600	Œ	13. (A) (B) (C) (D E	17. 🖎	® © © E
2. ABCOE 6. ABCOE 10. ABCO	Œ	14. ABC		18. (A)	®© @E
3. ABCDE 7. ABCDE 11. ABCD		15. (A) (B) (C) (BODE
4. ABCDE 8. ABCDE 12. ABCD	Œ	16. ABC	D E	20. A	®©©©
In many ways your written comments can be the most important part of your ever indicate what aspects of the course content and instruction were best, how the inthe course might be improved. The instructor will receive this form after the seme	nstructor could	improve his or h	er teaching, a	and how the	content of
CHICLS LONG 15 AN ABSOLU	TULY	FANTA	STIC	prof	usson.
F KNOW HE HAS HELPED	me	B4 com 9			
DESIGNAR THROUGH GR PES	una	AND	ASK!N	6- 1281	GVANT
QUESTIONS ABOUT HOW WE	Dem	W177	' cu	lnngn	7
ARCHITECTURAL CONCERNS.					

Questions 30-36 use the same response scale.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
30. This course helped me measure and evaluate my solutions to problems maccurately than before.	nore	0	0	_	0
31. Previous courses in the School of Architecture and Planning prepared me		/= 1 ₇ ,12			
for this course	0	0	0	0	40
32. The instructor paced the course well.	0	0	0	0	0
33. In my opinion, the course followed the outline.	0	0	0	0	O
34. I was able to get the information I needed from the library when I tried.	0	0	0	0	
 The School's support facilities (shop, computers, audio visual, etc.) were a the needs of the class. 			0	0	
36. The classroom or student space was adequately equipped for the needs of	of the class.	•	0	0	0
For question 37, choose the appropriate response from those give					
37. I see my professional architecture or planning career as one primarily Planning Designing Management Technol		→ Historic Pre	eservation a	nd Conservatio	on
Optional questions provided by instructor					
1. ABCOE 5. ABCOE 9. ABCO	_	. ABO	_		9 C C C
2. ABCOE 6. ABCOE 10. ABC		. A BC			B ©©E
3. ABCDE 7. ABCDE 11. ABCD 4. ABCDE 8. ABCDE 12. ABC		6. ABCC 6. ABCC			B © D E B © D E
In many ways your written comments can be the most important part of your e indicate what aspects of the course content and instruction were best, how the the course might be improved. The instructor will receive this form after the sense of the course, Chris did a great foot	instructor could im nester is over.	prove his or h	er teaching,	and how the	content of
foot					

Questions 30-36 use the same response scale.	Strongly				Strongly
30. This course helped me measure and evaluate my solutions to problems more	Disagree	Disagree	Neutral	Agree	Agree
accurately than before. 31. Previous courses in the School of Architecture and Planning prepared me ade	Ouately	0	0	•	Q. =
for this course	0	0	0	3	0 -
32. The instructor paced the course well.	0	0	0	©	~ -
33. In my opinion, the course followed the outline.	0	0	0	0	4
 34. I was able to get the information I needed from the library when I tried. 35. The School's support facilities (shop, computers, audio visual, etc.) were adec 	C create to	0	0	4	0 =
the needs of the class.	Marie to	0	0		0 =
36. The classroom or student space was adequately equipped for the needs of the		0	0	10	0 =
For question 37, choose the appropriate response from those given.		<u> </u>			
37. I see my professional architecture or planning career as one primarily dire Planning Designing Management Technology		→ Historic Pre	servation and	d Conservation	on
Optional questions provided by instructor					
1. ABCOE 5. ABCOE 9. ABCOE) 13.	A B C	(E)	17. 🛆 (B © © E =
2. ABCDE 6. ABCDE 10. ABCDE) 14.	ABC	Œ	18. (A) (
3. (A) (B) (C) (D) (E) 11. (A) (B) (C) (D) (E) 14. (A) (B) (C) (D) (E) 15. (A) (B) (C) (D) (E) 16. (A) (B) (C) (D) (E) 17. (A) (B) (C) (D) (E) 17. (A) (B) (C) (D) (E) 18. (A) (B) (C) (D) (E) 19. (A) (B) (C) (D) (E) (B) (C) (E) (E) (E) (E) (E) (E) (E) (E) (E) (E		A B C C			
4. ABCDE 8. ABCDE 12. ABCDE) 16,		Œ	20. (A) (B © (D (E) -
Comments In many ways your written comments can be the most important part of your evaluindicate what aspects of the course content and instruction were best, how the instructor will receive this form after the semested	tructor could imp er is over.	prove his or he	er teaching, a	nd how the d	ontent of
One of my favorite alasses: the topics me covered influe I feel like the course ha sophisticated architectural e	s for med of contract	id in	ally a of	Yeal Clarian	that

Questions 30-36 use the same response sca	le.		Strongly	Discourse	Neutral	Agree	Strongly Agree	
			Disagree	Disagree	Neutrai	Agree	Agree	
30. This course helped me measure and evaluate m	ny solutions to	problems more	_					
accurately than before.			0	0	0	0		
31. Previous courses in the School of Architecture a	nd Planning i	prepared me adequ	ately				- 1	
for this course.			0	0	0	0		
32. The instructor paced the course well.			0	0	0	0		
33. In my opinion, the course followed the outline			0	0	0	0	•	
34. I was able to get the information I needed from t	he library whe	en i tried.	0	0		0	0	
35. The School's support facilities (shop, computers	audio visual	etc.) were adequa	te to					
the needs of the class		W W	0	0		0	0	
36. The classroom or student space was adequately	equipped for	r the needs of the c	lass.	0	0	. 0		
, ,								
								\neg
For question 37, choose the appropriate res	oonse from	those given.						
37. I see my professional architecture or planning	career as or	ne primarily directe	d toward:					
	anagement	Technology ar			eservation an	d Conservati	on	
								_
Optional questions provided by instructor								┙
1. (A) (B) (C) (D) (E)	9.	A D C D E	1	3. ABC	D (E)	17. 🖎	BODE)
2. (A) (B) (C) (D) (E) 6. (A) (B) (C) (D) (E)	10.	ABODE	1	4. (A) (B) (C)		18. (A)	®©®€)
	11.	ABCOE		5. (A) (B) (C) (. –	BODE	
3. A B C D E 7. A B C D E				6. ADB	_		BODE	
4. A B © D E 8. A B © D E	12.	ABCOE		ം യയയ	<u>ت بع</u>	20. (A)		<u>'</u>
Comments								

In many ways your written comments can be the most important part of your evaluation of the course and instructor. In the space provided, please indicate what aspects of the course content and instruction were best, how the instructor could improve his or her teaching, and how the content of the course might be improved. The instructor will receive this form after the semester is over.

This class was a joy to attend!

Thank you for the wonderful lectures.

30. This course helped me measure and evaluate my solutions to problems more accurately than before. 31. Previous courses in the School of Architecture and Planning prepared me adequately for this course. 32. The instructor paced the course well. 33. In my opinion, the course followed the outline. 34. I was able to get the information I needed from the library when I tried. 35. The School's support facilities (shop, computers, audio visual, etc.) were adequate to the needs of the class. 36. The classroom or student space was adequately equipped for the needs of the class. 37. I see my professional architecture or planning career as one primarily directed toward: Planning Designing Management Technology and its use Historic Preservation and Conservation Optional questions provided by instructor 1. (A) (B) (C) (C) (C) (C) (C) (C) (C) (C) (C) (C	Questions 30-36 use the same response scale.	\	Strongly			_	Strongly
accurately than before.			Disagree	Disagree	Neutral	Agree	Agree
for this course. 32. The instructor paced the course well. 33. In my opinion, the course followed the outline. 34. I was able to get the information I needed from the library when I tried. 35. The School's support facilities (shop, computers, audio visual, etc.) were adequate to the needs of the class. 36. The classroom or student space was adequately equipped for the needs of the class. 37. I see my professional architecture or planning career as one primarily directed toward: 38. Planning Designing Management Technology and its use Historic Preservation and Conservation 39. I see my professional architecture or planning career as one primarily directed toward: 39. Planning Designing Management Technology and its use Historic Preservation and Conservation 39. Optional questions provided by instructor 40. Optional questions provided by instructor 41. Optional questions provided by instructor 42. Optional questions provided by instructor 43. Optional questions provided by instructor 44. Optional questions provided by instructor 45. Optional questions provided by instructor 46. Optional questions provided by instructor 47. Optional questions provided by instructor 48. Optional questions provided by instructor 49. Optional questions provided by instructor 40. Optional questions provided by instructor 41. Optional questions provided by instructor 42. Optional questions provided by instructor 43. Optional questions provided by instructor 44. Optional questions provided by instructor 45. Optional questions provided by instructor 46. Optional questions provided by instructor 47. Optional questions provided by instructor	· · · · · · · · · · · · · · · · · · ·			0	0		.0
32. The instructor paced the course well. 33. In my opinion, the course followed the outline. 34. I was able to get the information I needed from the library when I tried. 35. The School's support facilities (shop, computers, audio visual, etc.) were adequate to the needs of the class. 36. The classroom or student space was adequately equipped for the needs of the class. 37. I see my professional architecture or planning career as one primarily directed toward: Planning Designing Management Technology and its use Historic Preservation and Conservation Designing Management Technology and its use Historic Preservation and Conservation Designing See See See See See See See See See Se		ared me adequate	-				
33. In my opinion, the course followed the outline. 34. I was able to get the information I needed from the library when I tried. 35. The School's support facilities (shop, computers, audio visual, etc.) were adequate to the needs of the class. 36. The classroom or student space was adequately equipped for the needs of the class. 37. I see my professional architecture or planning career as one primarily directed toward: Planning Designing Management Technology and its use Historic Preservation and Conservation Designing Management Technology and its use Historic Preservation and Conservation Designing Management Technology and its use Historic Preservation and Conservation Designing Management Technology and its use Historic Preservation and Conservation Designing Management Technology and its use Historic Preservation and Conservation Designing Management Technology and its use Historic Preservation and Conservation Designing Management Technology and its use Historic Preservation and Conservation Designing Management Technology and its use Historic Preservation and Conservation Designing Management Technology and its use Historic Preservation and Conservation Designing Management Technology and its use Historic Preservation and Conservation Historic Preservation and Conservation Designing Management Technology and its use Historic Preservation and Conservation Historic Preservation and Conservation Designing Management Technology and its use Historic Preservation and Conservation His							
34. I was able to get the information I needed from the library when I tried. 35. The School's support facilities (shop, computers, audio visual, etc.) were adequate to the needs of the class. 36. The classroom or student space was adequately equipped for the needs of the class. 37. I see my professional architecture or planning career as one primarily directed toward: Planning Designing Management Technology and its use Historic Preservation and Conservation Optional questions provided by instructor 1. A B C D E 5. A B C D E 9. A B C D E 13. A B C D E 17. A B C D E 18. A B C D E 19. A B C D							
35. The School's support facilities (shop, computers, audio visual, etc.) were adequate to the needs of the class. 36. The classroom or student space was adequately equipped for the needs of the class. 37. I see my professional architecture or planning career as one primarily directed toward: Planning Designing Management Technology and its use Historic Preservation and Conservation Optional questions provided by instructor 1. ABDDDD S. ABDDDD 9. ABDDDD 13. ABDDDD 17. ABDDD 2. ABDDDD 18. ABDDD 3. ABDDDD 19. ABDDD 19. ABDDD Comments In many ways your written comments can be the most important part of your evaluation of the course and instructor. In the space provided, please indicate what aspects of the course content and instruction were best, how the instructor could improve his or her teaching, and how the content of the course might be improved. The instructor will receive this form after the semester is over.		tried.		_			
the needs of the class 36. The classroom or student space was adequately equipped for the needs of the class. 37. I see my professional architecture or planning career as one primarily directed toward: Planning Designing Management Technology and its use Historic Preservation and Conservation Optional questions provided by instructor 1. A B D D E 5. A B D D E 9. A B D D E 13. A B D D E 17. A B D D E 2. A B D D E 18. A B D D E 18. A B D D E 18. A B D D E 19. A B D D E	· · · · · · · · · · · · · · · · · · ·			ستب			
For question 37, choose the appropriate response from those given. 37. I see my professional architecture or planning career as one primarily directed toward: Planning Designing Management Technology and its use Historic Preservation and Conservation Optional questions provided by instructor 1. (A) (B) (C) (D) (E) 5. (A) (B) (C) (D) (E) 13. (A) (B) (C) (D) (E) 17. (A) (B) (C) (D) (E) 2. (A) (B) (C) (D) (E) 14. (A) (B) (C) (D) (E) 18. (A) (B) (C) (D) (E) 2. (A) (B) (C) (D) (E) 11. (A) (B) (C) (D) (E) 15. (A) (B) (C) (D) (E) 19. (A) (B) (C) (D) (E) 14. (A) (B) (C) (D) (E) 15. (A) (B) (C) (D) (E) 16. (A) (B) (C) (D) (E) 17. (A) (B) (C) (D) (E) 18. (A) (B) (C) (D) (E) 19. (A) (B) (C) (D) (E) 1		,		0	0		0
37. I see my professional architecture or planning career as one primarily directed toward: Planning Designing Management Technology and its use Historic Preservation and Conservation Optional questions provided by Instructor 1. (A B © D E 5. (A B © D E 9. (A B © D E 13. (A B © D E 17. (A B © D E 2. (A B © D E 16. (A B © D E 11. (A B © D E 14. (A B © D E 18. (A B © D E 18. (A B © D E 19. (A	36. The classroom or student space was adequately equipped for the	e needs of the clas	ss. 🔿	0 .	0	9	0
Planning Designing Management Technology and its use Historic Preservation and Conservation Optional questions provided by instructor 1. (A) (B) (C) (D) (E) 5. (A) (B) (C) (D) (E) 9. (A) (B) (C) (D) (E) 13. (A) (B) (C) (D) (E) 17. (A) (B) (C) (D) (E) 22. (A) (B) (C) (D) (E) 10. (A) (B) (C) (D) (E) 14. (A) (B) (C) (D) (E) 18. (A) (B) (C) (D) (E) 19. (A) (B) (C) (D) (E) (D) (E) 19. (A) (B) (C) (D) (E) (D) (E) 19. (A) (B) (C) (D) (E) (E) (E) (E) (E) (E) (E) (E) (E) (E	For question 37, choose the appropriate response from the	ose given.					
1. (A) (B) (C) (D) (E) 5. (A) (B) (C) (D) (E) 13. (A) (B) (C) (D) (E) 17. (A) (B) (C) (D) (E) 18. (A) (B) (C) (D) (E) 18. (A) (B) (C) (D) (E) 18. (A) (B) (C) (D) (E) 19. (A) (B) (C) (E) (E) (E) (E) (E) (E) (E) (E) (E) (E				○ Historic Pre	eservation and	d Conservatio	on .
2. (A) (B) (C) (D) (E) 10. (A) (B) (C) (D) (E) 14. (A) (B) (C) (D) (E) 15. (A) (B) (C) (D) (E) 19. (A) (B) (C) (D) (E) 15. (A) (B) (C) (D) (E) 19. (A) (B) (C) (D) (E) 12. (A) (B) (C) (D) (E) 16. (A) (B) (C) (D) (E) 20. (A) (B) (C) (D) (E) 17. (A) (B) (C) (D) (E) 18. (A) (B) (C) (D) (E) 19. (A) (B) (C) (E) (E) (E) (E) (E) (E) (E) (E) (E) (E	Optional questions provided by instructor						
3. (A) (B) (C) (D) (E) 7. (A) (B) (C) (D) (E) 11. (A) (B) (C) (D) (E) 15. (A) (B) (C) (D) (E) 19. (A) (B) (C) (D) (E) 16. (A) (B) (C) (D) (E) 20. (A) (E) (E) 20. (A) (E) (E) 20. (A) (E)	1. ABCOE 5. ABCOE 9. A	800E	13.	ABC	Œ	17. (A) (BODE
4. (A) (B) (C) (D) (E) 8. (A) (B) (C) (D) (E) 12. (A) (B) (C) (D) (E) 16. (A) (B) (C) (D) (E) 20. (A) (B) (C) (D) (E) (E) (E) (E) (E) (E) (E) (E) (E) (E		® ©© ©				18. (A) (BCOE
Comments In many ways your written comments can be the most important part of your evaluation of the course and instructor. In the space provided, please indicate what aspects of the course content and instruction were best, how the instructor could improve his or her teaching, and how the content of the course might be improved. The instructor will receive this form after the semester is over.					_		
In many ways your written comments can be the most important part of your evaluation of the course and instructor. In the space provided, please indicate what aspects of the course content and instruction were best, how the instructor could improve his or her teaching, and how the content of the course might be improved. The instructor will receive this form after the semester is over.	4. (A) (B) (C) (D) (E) 12. (A)	BCDE	16.	<u> </u>	Œ	20. Ø	BODE
	the course might be improved. The instructor will receive this form after	r the semester is o	over.				

	e same response scale.		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
30. This course helped me	measure and evaluate my so	olutions to problems more				-18.00	₩. @@
accurately than before	-		0	0	0	4	0
11. Previous courses in the	e School of Architecture and F	Planning prepared me adequ	ately				
for this course			0	0	0		0
The instructor paced th			0	0	0	0	40
In my opinion, the cour			0	0	0	0	40
	formation I needed from the li	·	0	0	0	0	49
	acilities (shop, computers, au	dio visual, etc.) were adequa					
the needs of the class.			0	0	0		0
36. The classroom or stude	ent space was adequately equ	uipped for the needs of the c	lass. 🔾	0	0		0
	e the appropriate respon architecture or planning can		od toward:				
O Planning	Designing Manag	gement		→ Historic Pre	eservation and	d Conservati	ion
Optional questions prov							
. ABOODE	5. ABCDE	9. ABCO E		. ABC			BCDE
2. ABOOE	6. A B C C C	10. ABCOC		. (A) (B) (C)			BODE
. ABOOE	7. ABODE	11. ABCOE		. (A) (B) (C)			BODE
. ABCOE	8. ABCOE	12. ABCOE	16.	. BB ©(D (E)	20. (A)	BODE
WAS 13	his CLASS- NACUABLE betal Design	TO MY UN	were.	יום הארו	1/6		
OF MO	betal Design						
OF MO	betal Design						
OF MO	betal Design						
OF MO	betal Design						
OF-MO	berd Design						
OF MO	berd Design						
OF MO	berd Design						
OF MO	berd Design						
OF MO	berd Design						
OF MO	berd Design						
OF MO	berd Design						
OF MO	berd Design						

Qu	estions 30-36 use the same response scale.	`	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
30.	This course helped me measure and evaluate my solutions to problem	s more						
	accurately than before.		0	0	0	•	0	
31.	Previous courses in the School of Architecture and Planning prepared	me adequate	ely					
	for this course.		0	0		0	0	
32.	The instructor paced the course well.		0	0	0	0		
33.	In my opinion, the course followed the outline		0	0	0	100	0	
34.	I was able to get the information I needed from the library when I tried.		0	0	0		0	
35.	The School's support facilities (shop, computers, audio visual, etc.) we	re adequate	to					
	the needs of the class.		0	0	0		0	
36.	The classroom or student space was adequately equipped for the need	ds of the clas	s. 🔾	0	0	0		
For	r question 37, choose the appropriate response from those g	lven.						
37.	I see my professional architecture or planning career as one primar	rily directed t	toward:					
	•	nnology and i		→ Historic Property → Hi	eservation and	d Conservat	ion	
Opi	tional questions provided by instructor							
1. (ABODE 5. ABODE 9. ABO	D (E)	13	. A B C	D E	17. (A)	BODE	
2. ((A) (B) (C) (D) (E) 6. (A) (B) (C) (D) (E) 10. (A) (B) (C)	D (E)	14	. ABC	D Œ	18. 🖎	BOOE	
3. (ABCOE 7. ABCOE 11. ABC	D (E)	15	. ABC	D Œ	19. Œ	BCOE	
	△ B © Φ Φ Β . △ B © Φ Φ Φ 12. △ B Ø		16	. ABC	D E	20. (A)	BCDE	
Co	mments					. 1		7

In many ways your written comments can be the most important part of your evaluation of the course and instructor. In the space provided, please indicate what aspects of the course content and instruction were best, how the instructor could improve his or her teaching, and how the content of the course might be improved. The instructor will receive this form after the semester is over.

THE BEST HISTORY CLASS I'VE TAKEN. CONNECTING CULTURAL F SOCIAL ISSUES W/ THE ARCHITECTURE CAVE LIFE TO MANY OF THE PROJECTS,

Qu	estions 30-36 use the same response scale.		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
30.	This course helped me measure and evaluate my solutions to pro	oblems more				10	
	accurately than before.		0	0		O .	0
31.	Previous courses in the School of Architecture and Planning prep	nered me adequa	tely				
	for this course.		0	0	0	•	0
32.	The instructor paced the course well.		0	0	0	0	0
33	In my opinion, the course followed the outline		0	0	0	0	0
34.	I was able to get the information I needed from the library when I	tried.	0	0	0	0	
35.	The School's support facilities (shop, computers, audio visual, etc.	c.) were adequate	e to				
	the needs of the class.		0	0	0	0	
36.	The classroom or student space was adequately equipped for the	e needs of the cla	ıss. 🔾	0	0	0 .	•
Foi	question 37, choose the appropriate response from the	cse given.				E.	-
			l ta				
37.	I see my professional architecture or planning career as one p			⊃ Uistorio De	eservation and	d Conconicti	-n
	Planning Designing Management O) Technology and	ilis use	→ Historic Properties	eservation and	Conservan)II
Op	tional questions provided by Instructor					_;	
1.	70 (B) (C) (D) (E) 5. (A) (B) (C) (D) (E) 9. (A)	BOOE	13	. ABO	D (E)	17. 🕲 (BODE
		(B) (C) (D) (E)	14	. ABBC	D Œ	18. 🕭	BOOE
		(B) (C) (D) (E)	15	. ABC	D Œ	19. 🕲	B © D E
		(B) (D) (B) (B) (B)	16	. ABC	D Œ	20. (A)	BCOE

Comments

In many ways your written comments can be the most important part of your evaluation of the course and instructor. In the space provided, please indicate what aspects of the course content and instruction were best, how the instructor could improve his or her teaching, and how the content of the course might be improved. The instructor will receive this form after the semester is over.

CHRIS, THIS IS BY FAIL ONE OF THE BEST COURSES
I'VE TAKEN AT UT. GOINC IN, I HAD NO IDEA
HOW THE TOPIC OF THE CLASS WOULD BE OF
VALUE TO ME, BUT YOUR KNOWLEDGE, ENTHUSIASM,
AND KINDNESS SHAPED THE CLASS INTO A TIME
I LOOKED FORWARD TO EVERY WEEK. AFTER
TAKING THIS CLASS, I'M SUKE I WILL THINK
FMORE DEEPLY ABOUT THE CAUSE, EFFECTS,
AND IMPORTANCE OF ARCHITECTUREL MOVEMENTS
ON SOCIETY AND HISTORY.

Disagree Disagree Neutral Agree Agree Disagree Disagree Neutral Agree Agree Disagree Disagree Disagree Disagree Neutral Agree Agree Disagree Disagree Disagree Neutral Agree Agree Disagree Disagree Disagree Disagree Neutral Disagree Disa						
Associated the static course with a static course of the static course and evaluate my solutions to problems more accurately than before. 1. Previous courses in the School of Architecture and Planning prepared me adequately for this course. 2. The instructor paced the course well. 3. In my opinion, the course followed the outline. 4. I was able to get the information i needed from the library when I tried. 5. The School's support facilities (shop, computers, audio visual, etc.) were adequate to the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 7. I see my professional architecture or planning career as one primarily directed toward: 9 Planning Designing Management Technology and its use Historic Preservation and Conservation interest of the class	and the company control of the company contro		Diograp	Neutral	Agree	Strongly Agree
accurately than before. 1. Previous courses in the School of Architecture and Planning prepared me adequately for this course. 2. The instructor paced the course well. 3. In my opinion, the course followed the outline. 4. I was able to get the information I needed from the library when I tried. 5. The School's support facilities (shop, computers, audio visual, etc.) were adequate to the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 7. I see my professional architecture or planning career as one primarily directed toward: Planning Designing Management Technology and its use Historic Preservation and Conservation Poptional questions provided by instructor (A) (B) (C) (C) (C) (C) (C) (C) (C) (C) (C) (C			Disagrae	Negurai	Agico	Ag. co
tor this course. The instructor paced the course well. In my opinion, the course followed the outline. I was able to get the information I needed from the library when I tried. The sohood's support facilities (shop, computers, audio visual, etc.) were adequate to the needs of the class. The classroom or student space was adequately equipped for the needs of the class. The classroom or student space was adequately equipped for the needs of the class. The classroom or student space was adequately equipped for the needs of the class. The classroom or student space was adequately equipped for the needs of the class. The classroom or student space was adequately equipped for the needs of the class. The classroom or student space was adequately equipped for the needs of the class. The classroom or student space was adequately equipped for the needs of the class. The classroom or student space was adequately equipped for the needs of the class. The classroom or student space was adequately equipped for the needs of the class. The classroom or student space was adequately equipped for the needs of the class. The classroom or student space was adequately equipped for the needs of the class. The classroom or student space was adequately equipped for the needs of the class. The classroom or student space was adequately equipped for the needs of the class. The classroom or student space was adequately equipped for the needs of the class. The classroom or student space was adequately equipped for the needs of the class. The classroom or student space was adequately equipped for the needs of the class. The classroom or student space was adequately equipped for the needs of the class. The classroom or student space was adequately equipped for the needs of the class. The classroom or student space was adequately equipped for the needs of the class. The classroom or student space was adequately equipped for the needs of the class. The classroom or student space was adequately equipped for the needs of t	accurately than before.	0	0	0	0	•
En instructor paced the course well. 2. The instructor paced the course well. 3. In my opinion, the course followed the outline. 4. I was able to get the information I needed from the library when I tried. 5. The Sorioo's support facilities (shop, computers, audio visual, etc.) were adequate to the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 7. I see my professional architecture or planning career as one primarily directed toward: Planning Designing Management Technology and its use Historic Preservation and Conservation into the planning type of the planning type	31. Previous courses in the School of Architecture and Planning prepared me	adequately		0		65)
2. The instructor paced the course veil. 3 in my opinion, the course followed the outline. 4. I was able to get the information I needed from the library when I tried. 5. The School's support facilities (shop, computers, audio visual, etc.) were adequate to the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 7. I see my professional architecture or planning career as one primarily directed toward: Planning Designing Management Technology and its use Historic Preservation and Conservation in the class of the class of the class of the class. Publications provided by instructor DESTINATION OF STATES O	1,5.					
3. In my opinion, the course totowed the outline. 1. I was able to get the information i needed from the library when I tried. 5. The School's support facilities (shop, computers, audio visual, etc.) were adequate to the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student spaces from those given. 7. I see my professional architecture or planning career as one primarily directed toward: 6. The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student space of the class. 6. The classroom or student space of the class. 6. The classroom or student space of the class. 6. The classroom or student space of the class. 6. The classroom or student space of the class. 7. I see my professional architecture or planning career as one primarily directed toward: 6. The classroom or student space of the class. 7. I see my professional architecture or planning career as one primarily directed toward: 6. The classroom or student space or planning career as one primarily directed toward: 7. I see my professional architecture or plann						•
1. The School's support facilities (shop, computers, audio visual, etc.) were adequate to the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 7. I see my professional architecture or planning career as one primarily directed toward: Planning Designing Management Technology and its use Historic Preservation and Conservation in the interpretation of the class. 1. I see my professional architecture or planning career as one primarily directed toward: Planning Designing Management Technology and its use Historic Preservation and Conservation in the interpretation of the course and its use Historic Preservation and Conservation in the planning planning Designing Management Technology and its use Historic Preservation and Conservation in the planning Designing Management Technology and its use Historic Preservation and Conservation in the planning Designing Management Technology and its use Historic Preservation and Conservation in the planning Designing Management Technology and its use Historic Preservation and Conservation Designing Management Technology and its use Historic Preservation and Conservation Designing Designing Management Technology and its use Historic Preservation and Conservation Designing Designing Management Technology and its use Historic Preservation and Conservation Designing Designing Designing Management Technology and its use Historic Preservation and Conservation Designing Designin	3. In my opinion, the course followed the outline					•
the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 7. I see my professional architecture or planning career as one primarily directed toward: 7. I see my professional architecture or planning career as one primarily directed toward: 7. I see my professional architecture or planning career as one primarily directed toward: 7. I see my professional architecture or planning career as one primarily directed toward: 7. I see my professional architecture or planning career as one primarily directed toward: 7. I see my professional architecture or planning career as one primarily directed toward: 7. I see my professional architecture or planning career as one primarily directed toward: 7. I see my professional architecture or planning career as one primarily directed toward: 7. I see my professional architecture or planning career as one primarily directed toward: 7. I see my professional architecture or planning career as one primarily directed toward: 7. I see my professional architecture or planning career as one primarily directed toward: 7. I see my professional architecture or planning career as one primarily directed toward: 7. I see my professional architecture or planning career as one primarily directed toward: 7. I see my professional architecture or planning career as one primarily directed toward: 7. I see my professional architecture or planning career as one primarily directed toward: 7. I see my professional architecture or planning career as one primarily directed toward: 7. I see my professional architecture or planning career as one primarily directed toward: 7. I see my professional architecture or planning career as one primarily directed toward: 8. A B © © © © 11	4. I was able to get the information i needed from the library when i tried.					
The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student space was adequately equipped for the needs of the class. 6. The classroom or student space response from those given. 7. Lises my professional architecture or planning career as one primarily directed toward: 6. The classroom or student space was adequately equipped for the needs of the class. 7. Lises my professional architecture or planning career as one primarily directed toward: 7. Lises my professional architecture or planning career as one primarily directed toward: 7. Lises my professional architecture or planning career as one primarily directed toward: 7. Lises my professional architecture or planning career as one primarily directed toward: 7. Lises my professional architecture or planning career as one primarily directed toward: 7. Lises my professional architecture or planning career as one primarily directed toward: 7. Lises my professional architecture or planning career as one primarily directed toward: 7. Lises my professional architecture or planning career as one primarily directed toward: 7. Lises my professional architecture or planning ward: 8. Lises my professional architecture or planning ward: 9. Lises my professional architecture or planning ward: 17. Lises my professional architecture or planning ward: 18. Lises my professional architecture or planning ward: 19. Lises my professional architecture or planning ward: 19. Lises my professi		(Cooquate to	0	0	0	•
Or question 37, choose the appropriate response from those given. 7. I see my professional architecture or planning career as one primarily directed toward: Planning Designing Management Technology and its use Historic Preservation and Conservation Pitional questions provided by instructor (A) B (C) D E	the classroom or student space was adequately equipped for the needs of		Ö	0	, 0	
7. I see my professional architecture or planning career as one primarily directed toward:	o. The diastroin of diastric space that design of the space is a space that the space is a space is a space that the space is a spac					
Planning Designing Management Technology and its use Historic Preservation and Conservations Piptional questions provided by instructor (A B C D E 5. (A B C D E 9. (A B C D E 14. (A D C D E 18. (A B C D E A B C D E 17. (A B C D E 18. (A B C D E						
ABODE 5. ABODE 9. ABODE 13. ABODE 17. ABODE ABODE 16. ABODE 18. ABODE ABODE 18. ABODE		directed toward: logy and its use		reservation a	nd Conserva	ution
ABODE 5. ABODE 9. ABODE 10. ABODE 14. ABODE 18. ABODE 6. ABODE 10. ABODE 11. ABODE 14. ABODE 18. ABODE 6. ABODE 11. ABODE 15. ABODE 19.	ptional questions provided by instructor					
ABCOE 6. ABCOE 10. WILLIAM 15. ABCOE 19. ABCOE						
ABCOE 7. ABCOE 11. ABCOE 12. ABCOE 13. ABCOE 14. ABCOE 16. ABCOE 20. ABCOE 40. A						
Comments In many ways your written comments can be the most important part of your evaluation of the course and instructor. In the space provided; please dicate what aspects of the course content and instruction were best, how the instructor could improve his or her teaching, and how the content of the course might be improved. The instructor will receive this form after the semester is over. To say this course was a pleasure would be writtened. This Class made wif in Hear turbanys my second financial DAY of the WELL (Africe Transport, which is success.)						
many ways your written comments can be the most important part of your evaluation of the course and instruction. If the space provided, proceed dicate what aspects of the course content and instruction were best, how the instructor could improve his or her teaching, and how the content of the course might be improved. The instructor will receive this form after the semester is over. To say this course was a pleasure would be written DAY of the ways and the first transparence of the course and instruction. If the second instruction and how the content of the course might be improved. The instructor will receive this form after the semester is over. To say this course, which is successful to the second instruction. This way the course makes the process of the course makes and the course process of the course provided, pleasured to the course of the course makes and instruction. If the space provided pleasure is over.	∆®©©© 8. ∆®©©© 12. ∆® ©©	DE 1	6. AU UD C	<u>ше</u>	20. @	
		4.				
acceptable through his orbit story televier.	GREAT LECTURES. PROFESSION LOWER	MARLES TO	he work	KIPL PO	w And	
	accessable millional his arent sn	ore tech	AIG ₁			

.

Questions 30-36 use the same response scale.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
30. This course helped me measure and evaluate my solutions to problems n	nore				
accurately than before. 31. Previous courses in the School of Architecture and Planning prepared ms	C adequately	0	0	0	
for this course.	O	0	0	0	6
32. The instructor paced the course well.	0	0	0	0	
33. In my opinion, the course followed the outline.	0	0	0	0	•
34. I was able to get the information I needed from the library when I tried.	0	0	0	0	(a)
35. The School's support facilities (shop, computers, audio visual, etc.) were			1 <u> </u>		
the needs of the class	0	0	0	0	
36. The classroom or student space was adequately equipped for the needs	of the class.	0	0	0	
For question 37, choose the appropriate response from those give	en.				
37. I see my professional architecture or planning career as one primarily Planning Designing Management Techno		→ Historic Pre	eservation and	d Conservatio	on
Optional questions provided by instructor					
1. ABCOE 5. ABCOC	D(E) 13	. ABC C	Œ	17. 🙆 (BCDE
2. ABCDE 6. ABCDE 10. ABC		. AD (B) (C) (E			3000E
3. A B C D E 7. A B C D E 11. A B C C		. ABO			B © D E
4. ABCOE 8. ABCOE 12. ABCO	D) (E) 16	. A BBCC	D (E)	20. (A)	B © D E
the course might be improved. The instructor will receive this form after the series of would take every toppies of from you if I could!! You structured and very informations class has been a third class has been a thank you (1)	last and	Leng	are	avel Ce,	