

Washington State University
MAJOR CURRICULAR CHANGE FORM - - COURSE REVISION

- Please attach rationale for your request, a complete syllabus, and explain how this impacts other units in Pullman and other campuses (if applicable).
- Obtain all required signatures with dates.
- Provide original stapled packet of signed form/rationale statement/syllabus PLUS 10 stapled copies of complete packet to the Registrar's Office, campus mail code 1035.
- Submit one electronic copy of complete packet to wsu.curriculum@wsu.edu.

Requested **Future** Effective Date: Spring 2016 (term/year) Course Typically Offered: Spring

DEADLINES: For fall term effective date: **October 1st**; for spring or summer term effective date: **February 1st**. See instructions.

NOTE: Items received after deadlines may be put to the back of the line or forwarded to the following year. Please submit on time.

Current course [List course as it currently appears in the catalog]:

<u>SDC</u>	<u>555</u>	<u>Integrated Design Graduate Study Tour</u>
course subject/crosslist	course no.	title
<u>1</u>	<u>(-)</u>	<u>Graduate student in architecture, interior design, or landscape architecture</u>
Credit hrs	lecture hrs per week	lab or studio hrs per week
		prerequisite

Requested Change(s): Check all that apply and list proposed change.

- Change subject: _____ Change course number: _____ Change credit to: 3
- Change lecture-lab ratio to: (_____ - _____) Variable credit: _____ Repeat credit (cum. max. hrs): 6
- New/change crosslisting*: _____ Conjoint listing (400/500): _____
- Special Grading: S, F; A, S, F (PEACT only); S, M, F (VET MED only); H, S, F (PHARMACY, PHARDSCI only)
- Other (please list request): _____

NOTE: If **only** requesting a change to title, prerequisite, and/or description, please use a **Minor Curriculum Change** form.

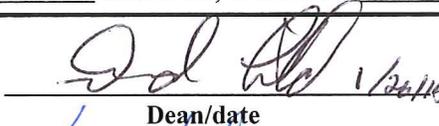
- Title change: Global Engagement in Design and Construction Prerequisite change: Graduate student in the School of Design and Construction; or by instructor permission
- Change catalog description to: Engagement with contemporary and historical issues relevant to the built environment, landscape, climate, industry, and/or culture of the city, region, or country under consideration.

The following items require prior submission to other committees/depts. (SEE INSTRUCTIONS.)

- Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval.)
- Request to meet UCORE in _____ (Must have UCORE Committee Approval » See instructions.)
- Special Course Fee \$2500 (Must submit request to University Receivables) * *Already approved and on file.*

Contact: Jaime Lynn Rice Phone number: 335-3518 Campus mail code: 2220

Email: jlrice@wsu.edu Instructor, if different: Phil Gruen

 _____ Chair/date	 _____ Dean/date	_____ All-University Writing Com / date
_____ Chair (if crosslisted/interdisciplinary)*	 _____ Dean (if crosslisted/interdisciplinary)*	_____ UCORE Committee Approval Date
_____ Catalog Subcommittee Approval Date	_____ GSC or AAC Approval Date	_____ Faculty Senate Approval Date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.

SDC 555 Global Engagement in Design and Construction Rationale

Beginning in Spring 2016, the current international, integrated graduate study tour (1 credit, SDC 555) is being proposed as part of a new, semester-long, three credit (3) supportive elective course. All graduate students in the SDC must complete six (6) elective credits to graduate, and one study tour/travel engagement experience. By making the study tour included within a semester-long course, this new initiative is intended to immerse graduate students into global encounters, issues of critical contemporary import, and historical background relevant to the built environment, landscape, climate, industry, and/or culture of the proposed city, region, or country.

This course will make more clear to students and faculty why certain locations are selected for visitation from year-to-year, and it will offer all SDC faculty greater opportunities for course development and travel (for it neither will be restricted to studio faculty nor a particular discipline). Making the new course an elective will remove the international travel requirement for students unable to travel internationally for reasons of visas, family, cost, or health; it will help fulfill diversity/global experiences for professional accreditation purposes in all design disciplines; and, leveraged properly, it can be an important recruiting tool for all graduate programs in the SDC.

Course proposals are solicited one year in advance and reviewed by the school's Education Abroad/Study Tour (EA/ST) committee (see RFP included with this submission). Proposals must include detailed information about the tour location and the course and indicate that the chosen tour site(s) are relevant to course content and material.

As in the past, international travel will take place around Spring Break, permitting enrolled students to continue traveling abroad for a week beyond the study tour week while minimizing class absences. Students participating in study tours are charged course fees commensurate with the cost of airfare, lodging, transportation, and site admission fees. Meals and personal incidentals are the responsibility of each student.

Course Number: SDC 555

Course Name: Global Engagement in Design and Construction

Credits: 3 credits

Prerequisite: Graduate student in the School of Design and Construction; or by instructor permission

Semester: Spring 2016

Class hours/Location: Wednesdays 6:10-8pm in Carpenter Hall 412; Field Trip Required

Professor: Phil Gruen

Office Hours/Location: Thursday 3pm-5pm, Carpenter Hall 528

Contact Information: jpgruen@sdc.wsu.edu; (509) 335-2309

Course Overview

SDC 555 is a semester-long course intended to immerse graduate students into global encounters, issues of critical contemporary import, and historical background relevant to the built environment, landscape, climate, industry, and/or culture of a selected city, region, or country.

Field Trip Requirement

The course includes an approximately week-long study tour to the selected city, region, or country being studied. Students are charged a course fee (currently \$2500), commensurate with the cost of airfare, lodging, transportation, and site admission fees. Meals and personal incidentals are the responsibility of each student. All travel will be arranged by designated school faculty/staff. Students not wishing to participate in school arranged travel (e.g. between campus and Spokane airport) will be allowed to drive their own cars but will be asked to sign an opt-out travel form to release the university of liability. Students will be provided with class absence request forms that can be given to instructors for courses missed during travel period. Non-attendance in field trip for any other reason than documented medical conditions will result in forfeit of course fee and impact on the final grade, potentially including the need to withdraw from the course.

Instructional Methods

Course delivery methods may include the use of the design studio for drawings and models; design-build exercises; computational design; data analysis; or group projects. Course format may include seminars; lectures; workshops; guest lectures; or field trips. A general week-by-week outline of class topics and required readings will be developed as part of the proposal to deliver the course. The outline must be relevant to proposed study tour location(s), and must demonstrate integration of study tour with course content. The course should contribute to broader research initiative(s) for students, faculty, and/or the SDC; identify how course outcomes advance the SDC, college, university, or personal research initiative(s); and clearly illustrate integration amongst SDC disciplines.

Required and/or Recommended Textbooks and Course Materials

It is projected that Blackboard will be used to access required readings, upload assignments, and provide grading feedback. Additional resources will be used to prepare students to travel internationally (including meetings with IP-Global Services). Students will be required to pay the course fee associated with study tour expenses, and any fees associated with education abroad. The location and content of the course is intended to change from year to year, thus, specific materials and resources will be determined by the individual faculty selected to teach the course. A sample week-to-week course outline and possible course assignments have been provided below.

Week-To-Week Course Outline

Week	Requirements
1	Introduction; Reading 1 (Background and Context)
2	Lecture; Discussion; Reading 2 (Geography, Climate, and Landscape); Reading Response 1 due
3	Digital Mapping Exercise; Discussion; Reading 3 (History of the Built Environment); Reading Response 2 due
4	Guest Lecture; Reading 4 (Urbanization); Reading Response 3 due
5	Lecture; Discussion; Reading 5 (Politics, Resources, and Issues of Contemporary Import); Reading Response 4 due
6	Lecture; Discussion; Oral Presentation Site Selection; Reading Response 5 due
7	Pre-departure Workshop; IP-Global Services
8	Guest Lecture; Discussion/Work on Oral Presentations
9	Study Tour (students must post blog entry and photo for website each day during tour)
10	Spring Break
11	Post-Study Tour Evaluation; Hand Back Graded Reading Responses
12	Review for Exam
13	Exam
14	Lecture; Discussion; Prepare for Gallery Exhibit
15	Participate in Gallery Exhibit
Finals Week	Complete Course Evaluation; Hand Back Graded Exams

Student Learning Outcomes and Assessment

Study tours are an integral component of the curriculum in the School of Design and Construction (SDC). It is important for students to visit and experience the places, ideas, and cultures that are presented in the classroom. At the graduate level, this course broadly aligns with graduate program goals in terms of defining and understanding problems as they relate to the field of design; the meaning and impact of design as it relates to human interaction, technology, theoretical frameworks, and interdisciplinary efforts; understanding of specific individual, group, society and/or cultural issues; and assessing design options based on knowledge and theories from multiple disciplines. Additionally, exercises in this course provide a conduit for students to effectively analyze information and evaluate issues and research related to the impact of design at the macro and micro-levels of analysis, expanded to larger social, economic and global issues, and the interrelationship between design, the built environment and the larger society. Both oral and written exercises are intended to assess student's ability to convey understanding in a professional manner appropriate to the audience; visually integrate complex information clearly using appropriate techniques; and demonstrate command synthesis of specific and focused subject matter.

Student Learning Outcomes for this course: At the end of this course, students should be able to:	Course Topics/Dates The following topic(s)/dates(s) will address this outcome:	Evaluation of Outcome: This outcome will be evaluated primarily by:
Articulate contemporary (and international) issues affecting the design of the built environment.	Heavily in assigned readings, in-class exercises, and discussions weeks 1-6 Study tour week 9 Exam week 13 Exhibit week 15	Reading responses, oral presentation, attendance and participation, exam, gallery exhibit
Understand the unique social, political, and physical influences affecting design within a specific global location and context.	Heavily in assigned readings, in-class exercises, and discussions weeks 1-6 Study tour week 9 Exam week 13 Exhibit week 15	Reading responses, oral presentation, attendance and participation, exam, gallery exhibit
Develop the ability to research and analyze case studies in design and communicate their significance.	Oral presentation prep and delivery weeks 6-10 Exhibit week 15	Oral presentation Gallery exhibit
Develop the ability to communicate ideas verbally and through written and visual media.	Reading responses weeks 1-6 Oral presentation prep and delivery weeks 6-10 Study tour blog week 9 Exhibit week 15	Writing assignments Oral presentation Gallery exhibit
Engage with students and faculty from allied design disciplines.	Throughout the course	Attendance and participation, post-tour evaluation, course evaluation

Description of Required Assignments

Writing Assignments and Exam: Writing assignments (e.g. reading responses and blog entries) and exams will ask students to relate design to the history, culture, landscape, climate, and industry of the city, region and/or country under consideration—and will challenge students to critically and intelligently think about these issues. Through these components students will strengthen understanding that cultural and social concerns are at the root of design. This has important professional application as graduate students in the School of Design and Construction must be able to look beyond the practical skills required for professional licensure and think broadly about the world at large. Graduate students will be provided additional information relative to writing assignment criteria and the exam format.

Oral Presentation: Students will perform a “live,” ten- to-twenty minute oral presentation at a site during the travel component of the course. The presentation will be evaluated largely by the student’s ability to

provide information that goes well beyond a conventional fact-oriented tour. Presentations may be organized around a theme or themes, thereby leaving the audience with the understanding of the site in a particular way. Themes could relate the building or site to course content in graduate study; to larger theoretical/symbolic issues; to a political context; to the history and context of the city or region; to the history of the “movement” during which the building, interior, landscape, or space was designed; or as relevant to the student’s graduate thesis or project. (See Appendix I for sample grading rubric.)

Gallery Exhibit: Students will participate in an end-of-semester exhibit, potentially featuring posters based upon their oral presentation/site on the study tour. At a minimum, posters should include at least 2,000 words total between them (approximately equivalent to an eight-page research paper) and include at least six eye-catching images (photographs, sketches, diagrams, plans, line drawings, perspectives, elevations, sections, etc.). The boards should “sum up” what was already presented on site, but should do so now in a more cohesive fashion carefully organized around a theme or themes. Additional research beyond what was compiled for the public presentation will be necessary, and comments received from instructors, colleagues, or bystanders may be incorporated as well. (See Appendix II for sample grading rubric)

Attendance and Participation: Faithful attendance and participation is expected, and excessive absences (i.e. two or more) will be noted and may affect final course grade. Only extenuating circumstances will be considered for missing class and/or turning in late assignments. Participation in all required activities associated with the study tour itinerary is mandatory, including wearing appropriate attire and acting in a professional manner at all times. Students will sign a conduct form prior to departure outlining applicable school and university conduct policies.

- **Study Tour (required Field Trip):** This course includes an extended field trip (referred to as week-long study tour to the selected city, region, or country being studied). See appendix III for sample study tour schedule. The course is designed to build up to the field trip component in the weeks prior to departure, culminate while on site, and finish upon return by applying combined knowledge to the final exam and through the gallery exhibit. While on site, students and faculty will engage in oral discussions and presentations, and physical exploration of the built environment, landscape, climate, industry, and/or culture of the selected city, region, or country they are visiting. The city, region, or country is viewed as a “lab” where students are immersed for a week-long period of time. Discussions and presentations on-site will be linked back to readings and exercises performed in the weeks prior to departure. Students will provide further documentation about their experiences while on site (through blogs and photos). Blogs responses and photos are expected to directly relate to the learning objectives of the course. Photos should visually capture the items of import. Prompts for blog entries may include but are not limited to questions such as:
 - How has your immersion experience influenced your perspective and understanding of the issues affecting the design of the built environment for this city, region, or country?
 - Which social, political, and/or physical influences have stood out to you, insofar as their effect on the design within this city, region, or country?
 - Which of the case studies presented and discussed has been most significant to you?
 - Describe an experience engaging with students and faculty from allied design disciplines, and any impact it has had on your learning environment.

The field trip component strongly connects to the assessment for the course by providing the physical context for the research, writing, graphic documentation, and discussions that are taking place prior to, during, and after the study tour. Students will engage in pre-departure preparation by completing assigned reading and responses related to the city, region, or country in terms of its background and context; geography, climate, and landscape); history of the built environment; urbanization; and politics, resources, and issues of contemporary import. Students will engage in written and graphic documentation of site research to prepare oral presentation delivered at assigned sites in the study tour location. Students will participate in discussions on site during study tour, and in a variety of other activities in the study tour location (e.g. guided tours, faculty presentations, site visits, sketching exercises, personal reflection time) as outlined in the study

tour itinerary. A variety of tangible course outcomes at the end of the semester will further connect learning outcomes and assessment (e.g. publications, presentations, gallery shows, boards, symposia, virtual models, digital cities, maps, blogs, website, or other). Finally, students will be tested via written exam in order to assess the application of learning between classroom exercises and the field trip.

Non-attendance in the field trip for any other reason than documented medical conditions will result in forfeit of course fee and impact on the final grade, potentially including the need to withdraw from the course.

GRADING Policy

Writing Assignments: 25%

Oral Presentation: 25%

Attendance and Participation: 20%

Gallery Exhibit: 15%

Exam: 15%

Letter grades will be issued according to the following scale:

A = 95 to 100%

A- = 90 to 94.9%

B+ = 88 to 89.9%

B = 83 to 87.9%

B- = 80 to 82.9%

C+ = 78 to 79.9%

C = 73 to 77.9%

C- = 70 to 72.9%

D = 60 to 69.9%

F = 59.9% and below

Assigning Incompletes: University policy (Acad. Reg. #90) states that Incompletes may only be awarded if: "the student is unable to complete their work on time due to circumstances beyond their control".

Attendance and Etiquette Policy (Instructor-Specific Expectations)

Students enrolled in this course are expected to fully participate in the spirit of the course, including all preparatory exercises necessary prior to departure for the international travel component as well as all aspects of the itinerary once abroad. This includes all class assignments (readings, writing assignments, presentations) and actively engaging in discussion and activities during class meetings. Students are expected to abide by student conduct policies as outlined by the university and the school.

Students may use their personal computer in class only for note-taking, or for accessing course materials on Blackboard. However, surfing the web, checking Facebook, checking email, twittering, playing video games sharing photos, downloading apps, or doing anything on the computer not related to the lecture material and/or discussion during class time—including working on other class projects—is prohibited. The same goes for the use of cell or smart phones (which must be turned off) and any other electronic device, phone, or wireless-related activity. No texting is allowed. Each infraction will result in the drop of a full letter grade for the final grade, and may be subject to further disciplinary action. Even glancing at the phone to see who called, texted, or emailed will result in the same penalty. There will be a zero tolerance policy.

Students are asked to refrain from talking to friends or classmates during class, unless instructed to do so by the professor as a part of class discussion. It is disrespectful to the professor as well as other students in class. Also, students are asked to not make excessive noise as class is winding down (putting notes away, zipping up backpacks, etc.). If a student must leave class early he/she is asked to sit in the front of the room so as to be less distracting to others. Any violation of class etiquette may affect the final grade.

Students can expect the professor to prepare and deliver course content that is relevant to the study tour location; contributes to broader research initiative(s) for students, faculty, and/or the SDC; offers outcomes that advance SDC, college, university, or personal research initiative(s); and clearly illustrates integration amongst SDC disciplines. The professor will capably lead travel in the international study tour

city, make all arrangements, and provide information relevant to excursions in the study tour itinerary. The professor will also grade all assignments and determine final grades according to grading criteria outlined in this syllabus. The professor will field email queries and accept visits during office hours regarding points of clarification on assignments, information about study tour details, and other aspects of the course.

WSU Reasonable Accommodation Statement

Reasonable accommodations are available for students with a documented disability. If accommodations are needed to fully participate in this class, students should visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST first be approved through the Access Center. <http://accesscenter.wsu.edu>, Access.Center@wsu.edu. If accommodations are granted, students should discuss them with the professor immediately and set up a time to fill out paperwork and arrange exams and/or assignment considerations.

WSU Academic Integrity Statement

Academic integrity is the cornerstone of the university. Any student who attempts to gain an unfair advantage over other students by cheating, will fail the assignment and be reported to the Office Student Standards and Accountability. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3).

Safety and Emergency Notification

Washington State University is committed to enhancing the safety of the students, faculty, staff, and visitors. It is highly recommended that you review the Campus Safety Plan (<http://safetyplan.wsu.edu/>) and visit the Office of Emergency Management web site (<http://oem.wsu.edu/>) for a comprehensive listing of university policies, procedures, statistics, and information related to campus safety, emergency management, and the health and welfare of the campus community.

APPENDIX I (sample grading criteria for oral presentation)

Public Presentation Tips

Although most students will arrive at the site without ever having been there before, students need to be prepared to present upon arrival. Become familiar with your site, geographically, before arrival (use Google Street View, etc.). When we arrive at your site, you must make an effort to assemble the group. Take charge. Please do not rely on faculty to assist you in assembling the group.

You should also practice out loud, ahead of time, on your own time. You may bring notes as reminders (on note cards, notebooks, or sketchpads), but do not bury your head in them as you present, and try not make it appear as if you are reading from them. Maintain eye contact with your audience as best as possible, and project loudly!

Please be aware that faculty or on-site experts may introduce additional ideas or re-emphasize points to the group either before, during, or after your presentation. Also, students, faculty, or others may ask questions. (Should this happen, it will not be included within your designated time frame, nor will your responses to student questions be included within that frame.) Questions and additional comments are good: the purpose is to help all of us learn more while we are on site.

You will be graded on your public presentation on the following criteria, in no particular order:

- * Is there a clear theme or themes about your site that easily resonate?
- * Did you present relevant (theoretical, historical, contextual, provocative) content that went beyond basic facts? (One way to do this is to begin thinking about the information you intend to put on your posters once we return.)
- * Were you able to drive those relevant points home by demonstrating something physically about your building and site or the urban encounter that no book or website could fully capture?
- * Were you audible? Were you conscious of noise or distractions at your site and were you able to adjust?
- * Did you maintain eye contact or point to various building features? (In other words, did you engage your audience?)
- * Were you enthusiastic?
- * Did you stay within the designated time limit? Did you talk too long? Were you horribly short on time?
- * Were you sensitive to the culture of the place?
- * Did you do anything out-of-the-ordinary (providing visual aids, such as older photos of the site; interpretive dance; song; outfits; etc.?) Keep in mind that while such effort is certainly applauded, be careful not to allow it to overwhelm your content or devolve into absurdity or silliness.
- * Did you do enough research to discover that your building or site would be closed, undergoing renovation, etc.? You will not be held responsible for nearby road construction, blocked routes, or regular building maintenance, but if the building has been undergoing something major; we do expect that you're aware of it. Either way, you have to be prepared to deliver your presentation.
- * Was it clear to the instructors that you were prepared for your presentation?
- * Did you handle questions, interruptions, or additional information courteously and with interest? Were you prepared to answer questions from students, faculty, or interested bystanders?
- * Did you ask questions of the group (questions should be thought-provoking—not simple “do you like the site” questions)?
- * Did you offer basic facts (designer, name of site, dates, etc.)? (Just because basic facts are not emphasized on this list, do not forget to mention these. Many students will have no knowledge of your site.

APPENDIX II (sample grading criteria for graphic presentation)

Board Tips

As you craft the written content for your posters, think of a research paper: one that must have a thesis with supporting paragraphs. But a big difference with this assignment—as opposed to a regular paper/essay—is that you should think of your project as convincing graphically as well as via the written word. Thus, your posters should not necessarily read as one long string of text. You should make an effort to break up text and intersperse it amongst photos and other graphics. Be careful, however, not to get too fancy with graphics so we lose track of your content. If possible, think of relating your graphics to your themes. Graphics in this sense include layout as well as photos, color, fonts, lines, and background.

You must include a “sources cited” section somewhere on the posters and provide citations and footnotes where necessary. It is expected that you will include more than six sources for this assignment. Wikipedia and other non-scholarly citations should be avoided.

The posters should have a consistent graphic standard and writing style. We are not concerned with the software you choose; just that the information is there and the graphics are clear. InDesign might be the best for this exercise, but Photoshop is also acceptable (although it is not as easy to work text in Photoshop) and even Microsoft Word could be used (although Word has graphics limitations).

You will be graded on your posters based upon the following criteria, in no particular order (please note: not absolutely everything here needs to be accomplished to perform well on this assignment, but many should be included):

- * Is your thesis/theme/argument clear?
- * Is there enough supporting information for your thesis?
- * Did you discuss your site in relation to the study tour city’s architecture, history, and/or culture?
- * Are the basic facts included?
- * Are your posters graphically effective and interesting—without being distracting?
- * Do your posters include at least two original photos of the site while you were there?
- * If particular points or questions were raised about your topic during or after the study tour, did you make an effort to incorporate them?
- * If appropriate, does your content include any issues relative to areas of study in your graduate coursework and/or your graduate thesis/project?
- * Do your posters demonstrate effort? Did you only perform the minimum?
- * Are your posters clear, uncluttered, and free from spelling and grammatical mistakes?
- * Did you use easy-to-read fonts and maintain general consistency with fonts and font sizes?
- * Did you properly cite your sources? Did you use credible sources?
- * Do you have captions that explain the images?

Appendix III (Sample Study Tour Itinerary)

Day 1

- 5:00 a.m. Vans depart Pullman to Spokane Airport.
- 6:20 a.m. Geiger Field International Airport, Spokane. Arrive for check-in
- 9:20 a.m. Delta Flight 4740 departs to Seattle (arrives 10:20 a.m.)
- 1:22 p.m. Delta Flight 142 departs to Amsterdam (arrives next day, 8:15 a.m.)

Day 2

- 12:15 p.m. Delta Flight 9612 departs to Copenhagen
- 1:40 p.m. Copenhagen Airport, Kastrup. (Vilhelm Lauritzen Architects. Terminal 3 Building, 2008; Control Tower, 2002-2005). Take shuttle together to Copenhagen and get settled in hotels.
- 4:00 p.m. Gather in hotel lobby
- 4:15 p.m. Torvehallerne KBH food market (Hans Peter Hagen, 2011)
Site Presentation 1
- 5:00 p.m. Early dinner on your own
- 5:45 p.m. Israels Plads (COBE, 2008-2014)
Site Presentation 2
- 6:30 p.m. Remainder of evening on your own

Day 3

- 9:45 a.m. Gather in hotel lobby
- 10:00 a.m. Rundetaarn, Hans von Steenwinckel the Younger, 1642
Site Presentation 3
- Designmuseum Danmark
Site Presentation 4
- Marmorkirken (Frederiks Kirke)
Site Presentation 5
- 1:00 p.m. Lunch on your own
- 3:00 p.m. Danish Jewish Museum, Daniel Libeskind
Site Presentation 6
- "Dome of Visions" installation
Site Presentation 7
- Urban Design Discussion
Site Presentation 8
- 5:30 p.m. Dinner and evening on your own.

Day 4

- 9:00 a.m. Gather in hotel lobby, walk to bike rental
- Danish National Bank, Arne Jacobsen, 1961-1978
Site presentation 9
- The Royal Library ("The Black Diamond") and garden, by Schmidt, Hammer and Lassen, 1999;
Site Presentation 10
- Bike Tour of Urban Spaces and Neighborhoods
- 2:00 p.m. Lunch on your own
- 4:00 p.m. Superkilen Park, Superflex with Bjarke Ingels Group, 2012
Site Presentation 11
- Grundtvig's Church, P.V. Jensen Klint and Kaare Klint, 1920s-1930s
Site Presentation 12
- 5:30 p.m. Dinner and remainder of evening on your own

Day 5

- 9:00 a.m. Gather in hotel lobby, walk to public transit
- 10:00 a.m. National Maritime Museum of Denmark
Site Presentation 13
- Kronborg Castle, 1574—late 17th century, UNESCO World Heritage Site; and Helsingør
Site Presentations 14 + 15
- 12:00 p.m. Lunch in medieval center
- 1:30 p.m. Louisiana Museum of Modern Art
Site Presentation 16

Day 6

- 8:15 a.m. Gather in hotel lobby, walk to bike rental
- 9:00 a.m. DR Concert Hall, Ateliers Jean Nouvel, 2009
Site Presentation 17
- Harbor Baths, Bjarke Ingels Group
Site Presentation 18
- Cykelslangen, Dissing+Weitling Architecture
Site Presentation 19
- Ørestad Neighborhood: VM Houses, Bjarke Ingels Group, 2005
Site Presentation 20
- 1:00 p.m. Lunch on your own

- 2:30 p.m. Mountain Dwellings, Bjarke Ingels Group, 2008
Site Presentation 21
- 8 House, Bjarke Ingels Group, 2010
Site Presentation 25
- Freetown Christiania Neighborhood
Site Presentation 26
- 5:00 p.m. Return Bicycles
- 6:00 p.m. Danish Architecture Centre (Dansk Arkitekturcenter) "The Rain is Coming"
- Dinner and remainder of evening on your own

Day 7

- 9:00 a.m. Gather in hotel lobby, walk to public transit (travel to Malmö, Sweden)
- 12:00 p.m. Bo01 (Live01) Ecological City
- Turning Torso tower, Santiago Calatrava, 2005 ...and Other Sites
- 6:00 p.m. Return to Copenhagen via public transit

Day 8

- 4:00 a.m. Copenhagen Airport, Kastrup arrive for check-in
- 6:00 a.m. Delta Flight 9362 departs to Amsterdam (arrives 7:30 a.m.)
- 10:40 a.m. Delta Flight 143 departs to Seattle (arrives 1:00 p.m.)
- 3:11 p.m. Delta Flight 4747 departs to Spokane (arrives 4:11 p.m.)
- 4:30 p.m. Take vans back to Pullman

*Incorporated into each day's itinerary will be faculty-led discussions as group transitions between sites. Sketching, photography, written reflection time also included in each day at—and between—sites and throughout the city.