Genealogy
The early brochures advertising the PhD Program in UWM’s Department of Architecture portrayed the place as “nestled between Lake Michigan and the Milwaukee River and their accompanying parklands.” Place can have synergizing effects, and this one did. It wasn’t always as idyllic and pastoral as the early brochure cast. Bone-chilling Artic winds visited the campus; so did colorful, brisk autumns, and spring days lush with flowering trees and shrubs. A diverse ambiance reflected both the atmospheric and academic climate of the place.

When the first wave of PhD students entered in 1982, the Department of Architecture was still relatively young, having been established in 1969. In the Department’s early days, the founding faculty were also relatively young, some sporting long hair, long sideburns, goatees and beards, reflective of the breakaway nature of those times (there were very few women faculty in those early years). With them came the desire to create something new, a curriculum and academic structure that differed from the one they came through themselves. Different curricular models and studio teaching practices were proposed and tried. One of these new ventures was a focus on Environment-Behavior Studies (EBS) within the architectural program -- core course requirement, electives, and even a specialization which a student could concentrate in while earning the undergraduate or Master’s degree.
Environment-Behavior Studies was a defining feature of the architectural program at UWM long before the doctoral program began. Faculty members Uriel Cohen, Amos Rapoport, Gary Moore, Harry Van Oudenallen, Harvey Rabinowitz and others taught the required core course in Architecture and Human Behavior, initiated new courses and studios that held an EBS perspective, supported M.Arch theses that focused on environment-behavior issues and topics, conducted research studies, and authored books and reports - *House Form and Culture*, by Amos Rapoport; *Designing Environments for Handicapped Children* by Uriel Cohen, Gary Moore, Jeff Oertel and Lani van Ryzin; and *Maps in Mind* by David Stea (with Roger Downs) - just to name a few - before the first incoming class of PhD students even arrived. With these faculty and the growing momentum of EBS in the Masters program and within faculty research, Dean Anthony Catanese led the drive in the early 1980s to have the University of Wisconsin Board of Regents approve a doctoral degree program. And it did, in 1982.

The first class of incoming doctoral students arrived in Milwaukee in 1982. They met Professors Uriel Cohen, Linda Groat, Gary Moore, Amos Rapoport and David Stea as their key instructors and speakers in the core courses and pro-seminars that first year. Professors Sherry Ahrentzen and Gerald Weisman were subsequently hired and joined them the following year in 1983. One of the main challenges in forming the doctoral program was the development of its educational philosophy, curriculum and procedures. There were few doctoral programs in architecture at the time, so few models to emulate or to assiduously avoid. Many of the architecture faculty had doctorates, ranging from psychology to engineering to regional/urban planning to architecture to social ecology. The newness of the field of EBS - even of doctoral education in architecture - was reflected in where the faculty came from, and also in the diverse backgrounds of people who influenced, mentored, and inspired their work - inside, outside, and on the fringe of the architectural profession and thinking. They involved: Chris Alexander, Mike Brill, David Canter, Gary Evans, Jay Farbstein, JB Jackson, Dolores Hayden, Stephan Kaplan, Kevin Lynch, Clare Cooper Marcus, Bill Michelson, Charles Moore, Lee Pastalan, among others.

The PhD in Architecture began with a single concentration, in Environment-Behavior Studies, and remained so until 2006 when it was expanded to Environmental Design Research (integrating EBS), Buildings Landscapes Culture, and Sustainability. A glance at the dissertation titles - in a following section - demonstrates how broadly defined that concentration of EBS became, and how many dissertation committee members were affiliated with departments outside of architecture.
Since 1982 many students have entered the doctoral program, and most have matriculated. Some came with a clear sense of the research topic and issues they wanted to pursue; others spent time exploring different avenues of research until settling upon a specific, often passionate, research pursuit. For some, the PhD program wasn’t the right fit at all. From 1982 through 2010, fifty-one men and women have defended their dissertations and received the PhD in Architecture, and left for careers in academia, industry or government, and to various parts of this county and to various countries around the world.

In developing the genealogy of the program through its students and their faculty advisors, we contacted each PhD alum (there were only a handful we could not locate) and asked them a series of questions. On subsequent pages of this section you will find a brief career and intellectual bio of those alumni who graciously responded to our requests, as well as reflections of their time in the program and their perceptions on it now with the wisdom of hindsight.

We also contacted all present and former UWM faculty who were significantly involved in the PhD program, either as a major professor of several dissertations, or as an instructor of one of the core PhD courses, or (more likely) both. We sent them a list of questions, asking to reflect on their experiences in the program, as well as what drove and inspired them to pursue the research and teaching that they did. A couple of them did not or could not respond, but most did. We have compiled excerpts from those responses to demonstrate - in faculty’s own words - the unique challenges and rewards of being part of the Milwaukee School.
Faculty Reflections

What or who triggered your interest in EBS?

I went to Rice University on a Fulbright and Fellowship/Assistantship for a Masters in Architecture. I had a chance to do one elective outside architecture and was lucky with a wonderful two-semester outline course in philosophy and its history. It was my first truly academic course (other than one art history course in Melbourne). It had a strong impact on me, especially the issues of epistemology and ontology. What most influenced me was its intellectual nature, careful use of language, the clear identification of valid criteria for argument, the rigorous analysis and the clear definition of terms and concepts, which often involved what, in my work, I call “dismantling” (although it was not called that). I am still much influenced by all this, both generally and in my 30-year close involvement with the philosophy of science.

Amos Rapoport

During my third year of architecture school [at UWM], a funny, roly-poly man arrived to give a lecture. It was Mike Brill. He stood in the fishbowl of Engelmann Hall and declared his interest in the squishy middle between research and design. But, he said, “It’s not as though each foot is firmly planted in each camp. It’s more like I’m writhing helplessly between the two.” That’s how I saw myself, too.

Brian Schermer

My first training was as an engineer - mechanical and aeronautical. The “good old days” of engineering was when engineers were purely technicians. We didn’t talk about values, we didn’t talk about applications... Somebody said, “build a hydrogen bomb”, and we’d build a hydrogen bomb... But I had a lot of mushroom-shaped dreams and that sort of indicated to me that maybe I wasn’t doing the right thing.

David Stea

[Regarding her doctoral work at Surrey] I was chomping at the bit, trying to get to my thesis work as soon as possible. I remember thinking, I know what I want to do. So I thought it was tedious to go through the methods course. [Laugh] But little did I know that it would be so interesting to me. And I’d wind up working on a textbook for it years later.

Linda Groat
As an undergraduate student in Psychology at the University of California, San Diego, I took a course in Social Psychology in my senior year. After the one lecture on Environmental Psychology, I was hooked. Until then I had no plans to go to graduate school. But after that lecture, I started looking at graduate programs. Just two hours away was a new doctoral program in Social Ecology at U.C. Irvine, and they were doing exciting work. Dan Stokols, Bill Michelson and Gary Evans were there at the time. After a year in their Master’s program, they all encouraged me to apply to the doctoral program, which I did.

Sherry Ahrentzen

Who influenced your intellectual path and career?

[Commenting on his time on a fellowship in the psychology department of Brown University after completing his PhD]: I spent most of my time in the architecture department at Rhode Island School of Design where I worked with Ray Studer, another pioneer. Also, I developed a lot of connections with people at MIT and even people at Harvard. Some real pioneers in various fields, including architecture and the computer crew. People like Kevin Lynch, Chris Alexander - he was flitting back and forth between there and Berkeley. That was a very good time, a very good time in history. Right before the socio-political revolution of the late 1960s. In the mid 60s, things were changing, people were thinking differently, and stuff was being shaken up intellectually as well as politically. So that was fun. We had various gatherings... We all knew we were on the edge, on the fringe of what was the mainstream of whatever we were doing and we accepted and enjoyed it. And this was right before EDRA was founded in 1968...

David Stea
I was invited to come to Berkeley in 1963. Here, for the first time, there were people who influenced me, although mainly outside environmental design. What was important about the College of Environmental Design was the presence of landscape architecture (e.g. Clare Cooper) and planning (e.g. Melvin Webber) and the “zeitgeist” - a general interest and emphasis on research, and research going on. I became involved in a research project with Henry Sanoff and a very interesting consultant at UCLA... While I was there Chris Alexander and Horst Rittel arrived. Their very different approaches and position and the arguments between them helped me to develop critical reactions and strengthened my analytical skills.

*Amos Rapoport*

I was at the University of Michigan working on my dissertation. Uriel Cohen was there at that time as well working on his dissertation... Stephen Kaplan who was in the department of psychology was influential in our work.

*Jerry Weisman*

The first and most important influence was meeting Philip Wagner (a geographer) at a party who, by the end of the party, had commissioned me to write a book - it became *House Form and Culture*. J.B. (Brink) Jackson was another major influence.... We remained friends until his death.

*Amos Rapoport*

One early influence is Charles Moore whom I first heard talk at Yale; I later worked for him. It was not environmental psychology but he always appealed to me because he was more sympathetic to users. Another influence is Kent Craig, an early EB advocate, who was my mentor at UC Berkeley during my Master’s. Doing consulting work for Kathleen McLaughlin also had an influence on me as she was also an early advocate of research in architecture through extensive programming and POE in healthcare and education. Most importantly, David Canter, and his book *The Psychology of Place*, brought me to undertake a Master’s of Science and later a Ph.D. under his supervision. Of all the people in environmental psychology at the time, I thought David did the best job at dealing with measurable design features.

*Linda Groat*
When and why did you come to UW-Milwaukee?

I came to UWM at the end of 1972. Sitting in my office in Sydney, I received a phone call from John Wade (the founding dean of SARUP) inviting me to visit for a semester with a view of discussing an appointment. The visit was in the winter of 1971. There was talk about a joint appointment, either in Geography or Anthropology. It was the joint appointment with Anthropology, agreement that I would not teach studio, and some family reasons that made me accept and move to UWM.

Amos Rapoport

Coming in 1983 from this rich multidisciplinary program of Social Ecology - with demographers, environmental psychologists, environmental scientists, planners, economists, developmental psychologists, architect, legal scholars, criminologist - into UWM’s School of Architecture was sort of a letdown. I felt it was very narrowly focused, even the Environment-Behavior Studies program because it had such a strong psychological, particularly cognitive, focus at the time.

Sherry Ahrentzen

How did you get involved in the Ph.D. program?

One of the main challenges in forming the Ph.D. program was the development of its educational philosophy, curriculum, and procedures. At the time of its planning, there were few models to follow. Together with Gary Moore, we spent a year designing and articulating the programs’ structure and contents. Most of the early program elements served us well for many years.

Uriel Cohen

I was one of a small group of faculty founders [of the PhD program]. I was a member of the Ph. D. program committee since its formation. I was the first Ph.D. program chair in 1981-83.

Uriel Cohen

Although I avoid committees, I chaired the planning committee [for implementing the PhD Program] and also agreed to serve on the Graduate Faculty Council which had to approve the [PhD] program before it went to the university administration. The whole process went smoothly and was relatively fast. Since I avoid administration, I did not want to chair the program and was on sabbatical in Cambridge... when the first students arrived.

Amos Rapoport
I thought there ought to be an international program as part of the PhD program, for students who had international interests. So many of the students were from abroad. And so it was necessary to increase their knowledge of an international focus..... Originally [at UWM], foreign studies studios were... Britain. There was a reaction against certain parts of the world... which changed with the Indonesian program that Harry [van Oudenallen] in part got going with the World Bank. My going to Indonesia in the 1980s, that was one of the most significant events of my stay in Wisconsin...

*David Stea*

When I came in 1983, I was very new and fresh, with quite distinguished, extremely confident colleagues, like Uriel Cohen, Linda Groat, Gary Moore, Amos Rapoport, David Stea, Harry Van Oudenallen, Jerry Weisman. Each had a degree in architecture or engineering, or had worked in architecture firms. I didn’t. My degrees were in psychology and social ecology. In fact, the SARUP chair at the time when I started told me bluntly that he didn’t know where to fit me into the curriculum, which courses to assign me. David Stea was particularly supportive though. My first year there he pulled me aside and told me that because of my sociological and gender perspectives, that I had a unique contribution to make to the environment-behavior program which was mostly psychologically-oriented at the time.

*Sherry Ahrentzen*

*In what way is the Ph.D. Program unique as part of a school of architecture and urban planning?*

My contention that a program like ours is unique because faculty taught throughout the curriculum, including design studio. Even though it may seem that there is a divide between PhD faculty and the professional degree programs, it is actually very mild compared to other programs with which I am familiar.

*Brian Schermer*

We encouraged students to go through an existential crisis as part of their doctoral training... to question everything. And it’s often a bit stressful while you’re experiencing it, I believe, but it’s really important to shake the contents of your head one last time and get them arranged in a way that will work for a long time after that. I think collectively we did a good job of that.

*Jerry Weisman*
Advancing beyond simplistic notions of “user needs” to more sophisticated understanding of culture, populations with special needs, and organizations.

*Brian Schermer*

**How did you influence the shaping of the Ph.D. program - and *vice versa*, how did it shape you?**

I had a great deal of influence during the planning process [for the PhD Program]. There were two things on which I insisted (other than it be in EBS). These, I believe, were most important. The first was the theories course. That [course] emphasized that EBS should be seen as a science of environment-behavior relations, the importance and need for theory, discussed the nature of theory, the philosophical bases of science and of theory in science and the nature of science. It also emphasized the importance of knowing and keeping up with the latest research literature, and using the most recent research to inform study, papers and dissertations. The second was an insistence that students do a certain number of courses in other relevant fields, preferably as a minor but at least but at least that it be strongly encouraged.

*Amos Rapoport*

The program only shaped me indirectly, by making it possible to keep up full time with science, the philosophy of science, new fields relevant to EBS. It helped that my courses were always in EBS and research/science-oriented. This concentration also made it possible essentially to give up on mainstream architecture. This lack of “shaping” was because by then my world view and approach were formed. They were, however, modified and advanced by students’ work (which I cited, and still cite in my work) and their questions and arguments. In some cases these convinced me to change things.

*Amos Rapoport*
I count my interest in organizational studies as a major contribution to the work of many of our students. EBS has tended to emphasize the way individuals use and respond to their environments. The organizational unit of analysis has not received the same amount of attention. I’ve offered students a way into questions that looks at the linkages between organizational and architectural change. Our students now have a much better sense of places being constituted of both their material and social aspects.

_Brian Schermer_

I was only involved in the UWM PhD program between 1983-1987, before I moved to the University of Michigan to take the position of Associate Dean at the College of Architecture and Urban Planning. My main contribution, I would say, was to push the connections between EB research and design, which led to a few heated discussions with Amos Rapoport who wanted to entirely revise how design was taught to architects. If Amos’ focus was on vernacular architecture, mine was on architects’ production. I was always concerned about making use of environmental psychology in a way that can serve or enhance design. I was also instrumental in developing methodological strategies for evaluating the meaning of architects’ production to lay people. I namely developed the multiple sorting task, borrowed from environmental psychology, and helped several UWM PhD students integrate it in their respective research. I pursued on this avenue, co-authoring the book _Architectural Research Methods_ in 2002, which addresses the whole range of architectural research to help student think about their research problem outside the box. I am also very proud of the work I conducted later on when I was at Michigan with Sherry Ahrentzen on women’s architectural education.

_Linda Groat_

Due to faculty attrition, I came to teach every single core course, which afforded me the opportunity to gain a much better understanding of the intellectual history behind the program.

_Brian Schermer_
When did you leave UWM and why?

I left UWM in 2005, after being there 22 years, to take a position in a newly developed center for affordable housing at Arizona State University. In 2011, I left ASU to take a position at a center for housing studies at University of Florida. I love working in academic “centers” where the affiliated staff and faculty share a commitment to its work even though they may have different backgrounds and educations, hold different skill sets, and the like. My predilection for working in such academic research centers comes from my involvement in the PhD program at UWM. Even though not formally a “center,” its sense of a shared identity, camaraderie, and constant exchange of ideas was a compelling and distinctive aspect of SARUP.

Sherry Ahrentzen

Leaving Milwaukee and UWM was a tough decision. I liked the city, the Ph.D. program and most of all, I really enjoyed working with the doctoral students. PhD programs in lots of architectural schools, because of their small scale compared to much larger Masters’ programs and because of the small number of faculty involved, generally wind up not getting much attention. The PhD program in Milwaukee was quite well integrated. I believe it is in part because the Masters’ program at UWM was more open to EB material in the first place which made an easier connection with architecture. Also, because such content was being taught in a school of architecture, it allowed for a better connection with the design studios than if the same program had been located in another department or disciplines.

Linda Groat

Why does a distinguished professor commit academic suicide? I put a [FIPSE] grant in to the U.S. Department of Education to train environmental specialists, especially architects and physical planners, to work in developing countries. And training them in aspects of intercultural communication that were especially useful to environmental specialists. I applied for a big grant, about a quarter-million dollars. And they [DOE] approved it. This made me very happy. But Milwaukee was not very happy at all. The first thing they said was, turn it down. But they then said, if you spend half of your time here, and half of your time in New Mexico, then.... We went back and forth on this but it was clear this was not what was wanted or expected from me. In the end, I had to
say that would to be fair to everyone, I would cut back to half time.... I ended up with Wisconsin students in New Mexico and I had several years of that, and students from other parts of the country, and from 15 different countries. Grad students and undergrads.... Our program was nominated for the Right Livelihood Award - which is the alternative to Noble Prize - out of Stockholm.

*David Stea*

**What were your greatest joys and challenges in building or strengthening the program?**

Part of me says, well, I should retire now and have some fun. Another part of me says, geez, this is more fun that I could have then anywhere else.

*Jerry Weisman*

One of the challenges is to make environmental design research fun. Because the competition is *Design*. And Design is intoxicating, to sit and design is the greatest fun in the world. Why can’t this kind of conceptualizing, this kind of research, why can’t that be as fun as well? As it is for me, as it is for you. We can’t seem to transplant it very well.

*Jerry Weisman*

For years Suzy [my wife] and I had the debate should we have a child or not. And in the end it was the sense of satisfaction and accomplishment I derive from the PhD students with whom I work that eventually swayed my decision. I said, Gee, if I can derive this much satisfaction from people I know from just 5 or 6 years, what would it be like to raise a child?... That’s absolutely the truth of it.

*Jerry Weisman*

I always thought that Jerry Weisman was the premier “ambassador” of the PhD program. He is extraordinary in welcoming, embracing, and encouraging the entering students. I think I frightened them a bit that first year - my research methods course was unexpectedly demanding for many of them - so we were a good counter-balance. Jerry and I joined the faculty at the same time in 1983, although he was more senior than me, having taught at other schools before UWM. I had just finished my doctorate and this was my first teaching position. But because we were both recruited to work in the nascent PhD program, and because we joined at the same moment in its early history, I have always felt a special kinship with Jerry.

*Sherry Ahrentzen*
If I have one disappointment, with respect to the PhD program, it’s that we were never able to entice other members of school faulty into meaningful involvement with it.

*Jerry Weisman*

It proved rather difficult to maintain an adequate emphasis on theory and theoretical work. There were several reasons for this. One is the neglect of theory in EBS generally. Second, the assumption in the U.S. (more than in other countries) is that dissertations must be empirical. I believe that even in the empirical dissertations (most of them) there was more theory than is usually the case, sometimes explicit testing of theory and amending, developing and extending theory through the empirical work…. I only had one largely theoretical dissertation. It proved difficult to have it accepted by the committee, although eventually we did succeed (how will need to remain untold).

*Amos Rapoport*

When I got to Milwaukee, it seemed to be an international program that people were denying was international. That happens - there’s a culture that develops in a department, and that culture may include not only the things you affirm but also the things you disaffirm. The whole idea was that it was one big happy family. And it turned out to have the same qualities as a family - but all families have dysfunctions. Not everyone loves everyone else.

*David Stea*

Because faculty resources were dwindling so low, I made a concerted effort to increase faculty involvement. I really worked quite hard on leading an open process, and got the PhD Committee and the department to approve a new name for the area of emphasis: Environmental Design Research. The goal was to eliminate the old silos among building sciences, social sciences, and arts and humanities. I honestly thought that I had almost single-handedly saved the program. But, by the next year, some faculty were bent on creating their own fiefdoms behind the same tired conceptual firewalls. Everywhere in the academy, interdisciplinary research is lauded. But, sadly, we have difficulty achieving that within our own tiny program. Five years later, we are still unresolved about basic things like core courses.

*Brian Schermer*
In the context of your involvement in the Ph.D. Program, what are the accomplishments you are most proud of?

The issue of application... I’ll speak for myself. I don’t think I appreciated how fundamentally important that was in shaping the nature of what we did and the way we thought about things. And for me, reality has caught up a bit. There are now people talking about pragmatic psychology [Daniel Fishman], and an «epistemology of practice» [Donald Polkinghorne]. There are now ways to talk about application that don’t reduce it to the trivial or leftover or last minute addition. I think a fundamental concern for application did, and still does, make a difference. I think that shaped what we did in a pretty powerful way. I think we were doing it long before we were aware of what we were doing.

Jerry Weisman

What five words best describe the Ph.D. program?

Integrative, plucky, international, prolific, pioneering.

Brian Schermer

Resourceful, legacy, “margin-as-choice with a devil-may-care attitude,” tenacious, camaraderie.

Sherry Ahrentzen

Non-architectural, scientific, research-oriented, specialized but broad (an extraordinary range of topics), more theoretical than usual.

Amos Rapoport

When I started my professional career at UWM, I was most interested in doing research, and had very little inclination towards teaching. Ironically though when I look back at my career - which in a way I was forced to do when I received the EDRA Career Award in 2009 - the most rewarding aspects are the students I worked with and the incredible opportunity I had to see them evolve from newbies into these amazingly talented, bright, innovative thinkers and doers. So even though I didn’t get into the field to teach per se, it became the most lasting personal reward.

Sherry Ahrentzen

Advancing beyond simplistic notions of “user needs” to more sophisticated understanding of culture, populations with special needs, and organizations.

Brian Schermer
What are the program’s most important intellectual contributions to EB Studies?

... the success of our graduates and both the formal and informal recognition of the quality of the program were most gratifying. It is also wonderful that our alumni are continuing their own work, publishing extensively and passing on their attitudes and approach to their students and thus, our hopes, transforming environmental design. Those alumni in consulting or practice are achieving the same ends. Also, since many of our students are from overseas they are helping to spread the message internationally.

Amos Rapoport

For the future of EBS, one of the biggest challenges is to make sure that EB research is disseminated to whom the primary audience should be, to maintain an interactive link between EB studies with design... an overall mission that I hope I will have contributed to.

Linda Groat

Working with Jerry Weisman and our students at UWM on research and applications addressing environments for the impaired elderly helped to establish theory-driven philosophy and research-based design principles in the early 1990’s. This body of work is now widely accepted as industry-standard.

Uriel Cohen

Are there specific stories or events that encapsulate what the program is?

A strong image I have of the Milwaukee School was during a EDRA conference in 2007. We had just finished dinner with 20 or 25 students from the PhD program and were all walking back to the conference hotel. Jerry Weisman and I were in the back, watching these folks talk and laugh with each other. They included folks who had entered the program in its infancy, those who were currently in it, and those in-between. As they walked and chatted, they didn’t segment themselves into “eras” or “paradigms” or “topics.” I don’t think Jerry and I had to say anything to each other. We knew what the other was thinking: What an incredible legacy!

Sherry Ahrentzen
**Dissertation Title** | **Student** | **Chair**
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1988  
Research Utilization in Environment-Behavior Studies: A Case Study Analysis of the Interaction of Utilization Models, Context, and Success  
Byung-Ho Min | Gary T. Moore
1989  
Image Banks: The Purpose, Function, and Meaning of Environmental Imagery for Architectural Designers  
Frances Eileen Downing | Jerry Weisman
Residents’ Strategies for Coping with Environmental Press: Relation to House-Settlement Systems in a Yoyakarta Kampung, Indonesia  
Haryadi | Amos Rapoport
Evaluation of a Neural Network Model of Cognitive Mapping and Wayfinding Behavior  
Michael J. O’Neill | Jerry Weisman
The Role of Personal Control of the Environment in Thermal Comfort and Satisfaction at the Workplace  
Monica Paciuk | Jerry Weisman
1990  
Architecture and Images of the Past: An Investigation of Residents’ Images of the Past Evoked through the Observation of Older Buildings in St. Charles, Illinois  
Kathleen R. Miller Stumpf | Sherry Ahrentzen
1991  
The Form, Experience and Meaning of Home in Shared Housing  
Carole Després | Sherry Ahrentzen
Architectural Legibility of Shopping Centers: Simulation and Evaluation of Floor Plan Configurations  
Shin-Young Yoo | Jerry Weisman
1992  
Community and Burglary in the Urban Residential Street Block: An Environmental Analysis  
Kyung-Hoon Lee | Sherry Ahrentzen
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<td>1993</td>
<td>Enhancing the Visual Attributes of Urban Waterfronts for Tourism</td>
<td>Hisham Sherif Gabr</td>
<td>Amos Repoport</td>
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<td>Considering the Museum Visitor: An Interactional Approach to Environmental Design</td>
<td>Donald R. Thompson</td>
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<td>Assault Prevention as Social Control: Women and Fear of Sexual Assault on Urban College Campuses</td>
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<td>The Perception of Environmental Stress in a Neonatal Intensive Care Unit: A Case Study Comparison of Family Members And Staff</td>
<td>Lou Ann Bunker-Hellmich</td>
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<td>Functional Color: Its Effectiveness and Acceptance as a Cueing Agent in the Residential Environment of Elderly Women</td>
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<td>Nursing Home Design: Characteristics of social spaces and social behavior of residents</td>
<td>Celine Pinet</td>
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<td>Conceptualizing and Assessing Environmental Press in Special Care Units for People with Dementia</td>
<td>Margaret Phillips Calkins</td>
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<td>Tradition, Change and Street Encounters: the Case of Two Pedestrian Streets in Cairo, Egypt</td>
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