

ARTH 103--Introduction to Architecture

Class on Mondays and Wednesdays, 12:00-1:15pm

This is an on-campus/in person course in Exploratory L003

Who Am I and Where Can You Find Me?

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Office: Horizon Hall 3204

Office Hours: 15-minute drop-in slots on Mondays, 1:30-3pm; by appointment for longer conversations

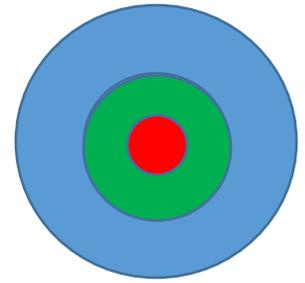
What Is This Class About? / The Course Description

Architecture is the inescapable art form. It surrounds us all, every day of our lives, shaping and conditioning our experience of the world. In this course, we will explore three paths of inquiry: historical, structural, and practical. We will examine how architecture has developed and interacted with culture, religion, and politics, an examination that will help you to “read” the architecture of the world in a critically informed way. We will look at how buildings stand up, analyzing basic structural systems like post and lintel, arch, and truss, as well as common materials like stone, concrete, and steel. And we will also make architecture of our own, engaging in its design process and problem-solving work. Together these methods present the richest possible understanding of architecture. And since buildings are among the chief artifacts that any society leaves behind, the story of architecture is, at its essence, a story of human civilization.

What Do I Want You To Learn? / Student Learning Objectives

I think of all the things I want you to learn as a set of nested circles.

All of the work we do in this class serves one of these goals, from simple to complex, from concrete to abstract. There is no busy work, and group work is the Work of the Architectural Field.



Content that is worth being familiar with—the largest circle

- Acquire a thorough command of the terminology of architecture
- Understand paradigmatic buildings in relation to the artistic, intellectual, and socio-political context in which they originated
- Evaluate different shape and space concepts in Western architecture, their constructive logic and their ideological intentions

Skills that you need—smaller in scope, deeper in learning

- Synthesize knowledge components to develop an informed idea
- Analyze related architectural types for comparison and differentiation

“Enduring understanding”—the richest, most valuable experiences

- Apply relevant knowledge in a novel context by engaging in the design process-- confronting a design problem, demonstrating the iterative process of prototyping and refining creative solutions through critical analysis
- Develop and articulate criteria for aesthetic judgment
- Develop skills appropriate and necessary for future employment—time management, task delegation, coordination of efforts, conflict resolution, and synthesizing the contribution of group members into a holistic product

Who Will You Become As A Result Of Learning These Things? / Meta Cognition

You will become someone who can produce new and original thoughts and work. You'll be able to defend a position and weigh the merits of other arguments. You will be that person who can be counted on to get the job done, on time and to the best of your ability while working with all different sorts of colleagues.

How Will We Measure How Well You Have Reached The Learning Outcomes? / Assessment Tasks

Attendance and Participation (20% of course grade): My expectation is that you are in class, ready to take notes and participate in all in-class exercises. Taking notes is critical for acquiring content (what the quizzes are based on). In-class exercises are skills-based opportunities for you to break a topic into parts, work out small problems, engage in case-based exercises, critique ideas, and begin the work of the larger design project. I'll take attendance at the start of class which will also help me learn your names.

- **Gift #1. FREE DAYS:** You have **TWO** free days in this class which you can use for sickness, appointments, travel, or any emergencies.

- **Work Day absences:** **Work Days are in blue on the course schedule.** If you use a FREE DAY on one of these days, you are still responsible for the work that was done in-class. See me on your return for the assignment and your individualized deadline.
- **Design Project Attendance:** Class attendance is MANDATORY during the Design Project unless you, your group, and I have had a conversation. **You cannot use your two free days here unless we have discussed it IN ADVANCE.**
- **Gift #2. LIFE HAPPENS PASS:** This is a one-time pass that allows you to turn in one written assignment (Unit Summary, Architectural Tinder, or Timeline) up to 48 hours late with no late penalty.

Quizzes (5 @ 4% each; 20% of course grade): We will have low-stakes multiple-choice and short answer quizzes at the end of each unit. You can use your written notes on the quizzes, not your laptop. That means you can spend your time and cognitive resources selecting and applying your knowledge of the material to problems (as presented in the quiz) instead of remembering the relevant facts. Quizzes will take no more than 20 minutes and then class will continue.

- **Quiz Absences:** If you use a “free day” on a day when we have a quiz, you must let me know IN ADVANCE (the start time of class is the absolute latest), and then take a make-up quiz within a week.

Content Area Summaries (4 @ 5% each; 20% of course grade): This task asks you to recognize and identify the features of the buildings in each unit that reflect the unit theme and then summarize those features in a short 250-word response (maximum—that’s one page, 12-point font, double-spaced). Ask yourself this question: What themes or lessons have emerged from the unit you’ve just learned about? This allows you to think more deeply about what those buildings have in common and how those commonalities can express bigger ideas. Ultimately, you will connect this theory to practice in the Design Project. Don’t worry if this sounds daunting right now. You’ll work together in groups on the first two as you learn how to do this type of work before having to do the last two on your own. (Late penalty: 10% point deduction for every 24-hour period in which the work is late)

Timeline (5% of course grade): This assignment asks you to take 25 of the buildings you encountered this semester and arrange them into an historical timeline. It reinforces the social context in which these buildings originated. You’ll use a free timeline template and put in each building title, architect (if known), date of construction, two-word description that explains why it’s so great, plus a photo. (Late penalty: 10% point deduction for every 24-hour period in which the work is late)

Architectural Tinder (10% of course grade): This is a critical thinking exercise about architectural precedents, forms, and meaning. You’ll do quick research on a building that we

are not covering in class, compare and connect that new knowledge to things we have covered (other buildings or ideas), and present it in a visually and intellectually compelling fashion, as if you were making a profile page for your building on Tinder. The enforced brevity of this project will be challenging, as will the fact that your project will be assessed by the class who will also have written the rubric for the grading. (Late penalty: 10% point deduction for every 24-hour period in which the work is late)

Design Project (25% of course grade): This assignment will help you become familiar with the discipline of architectural practice: human-centered empathy/problem articulation, creativity (rapid-fire prototyping, iterative process), argument justification, group dynamics, and visual and oral communication. We will work on this project in the MIX the last three weeks of the semester.

Remaining Class Mechanics

Mason Core: ARTH103 FULFILLS THE MASON CORE "ARTS" REQUIREMENT. This is a 3-credit course. It includes a combination of lecture, discussions, and in-class studio work. I will not be posting my notes or Powerpoints.

Textbook: Carol Strickland, *The Annotated Arch* (Andrews McMeel, 2001). New: \$37; Used \$6 on Amazon. Recommended, not required.

Laptop Use: You can use your laptop to take notes **BUT you will not be allowed to use your laptop on the quiz.** So at some point you are going to have to print those notes if you want to use them during the quizzes. That means you might want to write your notes in a notebook instead. Studies have shown that students who write their notes on paper learn more than those who typed their notes.¹ Students who take notes on laptops do take *more* notes. But, they *retain* much less. This is because students who use a laptop simply type a record of the lecture. They don't use their brain to process what is being taught. Students who write their notes by hand though are aware they won't catch every word. Writing forces them to focus on listening and digesting, then summarizing in their own written words. The process makes the brain work more efficiently; it also fosters comprehension and retention of the material. Plus you can draw pictures.

Checking GMU email daily: At times I may need to quickly send out information about class, assignments, or resources. Check your GMU email and course blackboard sites daily.

Sending emails to me: Communicate any questions or concerns you may have about the class using your GMU email only. For tips on email etiquette, (how to address me, what to write) see <http://college.usatoday.com/2012/03/15/five-things-to-remember-when-e-mailing-a-professor/>

¹ <https://studyskills.com/students/note-taking/>; <https://www.cultofpedagogy.com/note-taking/>

Weather and Emergencies: Closings and emergencies are announced on the GMU homepage. However, you can receive notification by cell phone or email if you register for Mason alerts at <https://ready.gmu.edu/masonalert/>. In cases of inclement weather or emergency situations that affect the entire campus, I will revise the class schedule and assignments as appropriate. Check our course page on Blackboard for instructions. In general though, even if class is cancelled due to inclement weather, assignments are still due on assigned dates and can be turned in electronically through Blackboard.

Grading System:

GRADE	POINTS	
A+	97-100	Startlingly good, exceeding my expectations;
A	93-96	Projects are well-written. NOT given for simply following
A-	90-92	directions

B+	87-89	Good effort with a good result
B	83-86	
B-	80-82	

C+	77-79	Perfunctory; or tried but missed the point;
C	73-76	or did something well but it wasn't the assignment;
C-	70-72	or a good idea but careless or sloppy

D	60-69	Warning: accepted under protest

F	59 and below	Unacceptable as college-level work. See me if you find yourself in this situation

University Policies

Mason's Nondiscrimination Policy²

George Mason University is committed to providing equal opportunity and an educational and work environment free from any discrimination on the basis of race, color, religion, national origin, gender, disability, veteran status, sexual identity, or age. Mason shall adhere to all applicable state and federal equal opportunity/affirmative action statutes and regulations. In our classroom, we are striving to create a learning environment that fosters respect for people across the entire range of human identities. If you feel that our learning environment is falling short, please do not hesitate to tell me. I am committed to listening, to hearing you, and to working together to create an inclusive, antiracist learning environment.

² Statement taken from guidance provided by the Stearns Center for Teaching and Learning and Dr. Huerta's HIST 499-003 Spring 2021 syllabus

Chosen Names and Pronouns³

Our classroom and George Mason University should be places that are welcoming and inclusive. I encourage you to inform me of your chosen first name and pronouns before the start of class so I may properly address you in class and via email. Information about making this information available through Mason records is found at <https://registrar.gmu.edu/updating-chosen-name-pronouns/>. I use she/her/hers as my pronouns. You may address me as either Dr. Bauman or Prof. Bauman.

Disability Accommodations⁴

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu and Phone: (703)993-2474.

Sexual Harassment, Misconduct, and Violence⁵

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1412. <https://universitypolicy.gmu.edu/policies/sexual-harassment-policy/> speaks to the specifics of Mason’s process, the resources, and the options available to students and employees. You may seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730 or email titleix@gmu.edu. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-993-3686 or Counseling and Psychology Services (CAPS) at 703-993-2380. The 24-hour Sexual and Intimate Partner Violence Crisis Line for Mason is 703-380-1434.

Academic Integrity⁶

The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that:

1. all work submitted be your own;
2. when using the work or ideas of others, including fellow students or other architects, give full credit; and
3. if you are uncertain about the ground rules on a particular assignment, ask for clarification

And finally, Professor Bauman’s personal advice:

³ Statement concept and some language taken from Dr. Huerta, HIST 499-003 Spring 2021 syllabus

⁴ Statement provided as guidance from the Office of Disability Services and the Stearns Center

⁵ Statement provided as guidance from the Stearns Center

⁶ Language taken from Dr. Huerta’s HIST 499-003 Spring 2021 syllabus

Because I don't want to think that the syllabus is just one rule after another in a long, freighted contract, let me offer a different type of introduction:

To my class:

I think when people say they love something (like "I love candy")



what they really mean is that they want everyone else to love it too. I love this class, and I hope you enjoy yourself as well. I've been doing this for a little while and I've discovered a few things that you might find helpful.

1. Meet the people next to you. Seriously. Everybody is new on the first day, so you might as well say hi. Introduce yourself. When you are on a desert island, it is polite to know the names of those on it with you. Unlike television, in real life people have to work together, rely on each other, and resolve conflicts constructively. You will be spending the rest of the semester with the people in this room, and when you miss a class they will be the people you need to talk to for notes. Saying you don't have anyone to get notes from in a class is hilarious to me when I am looking at the stacks upon stacks of grading I have from all of the individuals in a class. By simply talking to the people next to you, you have the power to profoundly shape the feel of a class and make it a place that everyone is excited to be.
2. Make sure you understand the syllabus. (After class, the first thing you should do is get an academic planner, or some other calendar, and mark it up with the syllabi that you receive from all your professors.) For example, in this class remember late work gets a pretty hefty penalty, and the days in the MIX are REQUIRED attendance. Look at your schedule now and discuss conflicts with your professors right away.
3. Realize that every day in a class is important. Don't ask a professor if it is or isn't, just know that it is. Strictly speaking professors don't spend a lot of time preparing for a class that isn't important. That would be a waste of time.
4. Take risks. Healthy risks. Don't jump off a cliff. Rather, try things you don't think you are good at. Ask a question in class if you are someone who is uncomfortable in front of an

audience. If you're the kind of person who ALWAYS answers the questions, sit in silence and listen to your colleagues through an entire class period every now and then.

5. When you look at a class and consider your future employment, it is important to realize that though the content may not seem to tie into your plans, the skills you are learning (writing, speaking, critical thinking, meeting deadlines) will help you go far. Focus on improving them every chance you get. My mother used to carry duct tape in her purse. You'd be surprised how often it got used.
6. Go meet with your professors during their office hours. They like what they do and love meeting students!

You are the future; let's get you well prepared for it.