

## *ARTH 103--Introduction to Architecture*

Class on Tuesdays and Thursdays, 10:30-11:45am

This is an on-campus/in person course in Horizon 3010

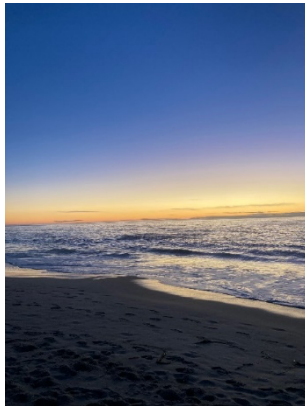
*This course involves a field trip to a library in Washington, DC. You'll need to get there under your own power.*

### **Who Am I and Where Can You Find Me?**

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**Instructor:** Dr. Lisa Passaglia Bauman

**Email:** [lbauman@gmu.edu](mailto:lbauman@gmu.edu)



DC-born, California raised. I have a PhD from Northwestern University and have also studied Landscape Architecture. I love loud music, hanging out with my family, travel, and teaching.

I learn best by doing.

Educational philosophy: "Education is not the filling of a pail, but the lighting of a fire." William Butler Yeats



**Office:** Horizon Hall 3204

**Office Hours:** 15-minute drop-in slots on Wednesdays, 1:30-3pm

I am always happy to meet with students for help on assignments or just to chat. Feel free to come to my office hours, or you can schedule an appointment for individual attention or to meet at a different time.

But . . . if you make an appointment, please keep it or email me to let me know you won't be able to make it (or I won't schedule any further ones with you and you'll have to come to office hours).

### **What Is This Class About? / The Course Description**

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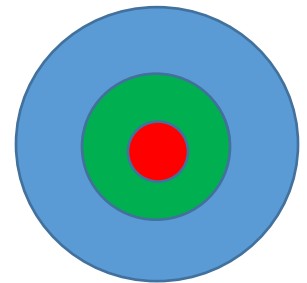
Architecture is the inescapable art form. It surrounds us all, every day of our lives, shaping and conditioning our experience of the world. In this course, we will explore three paths of inquiry: historical, structural, and practical. We will examine how architecture has developed and interacted with 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

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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 (exams will do this)*

- 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 (Precedent Study and Library Field Trip will do this)*

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

### *“Enduring understanding”—the richest, most valuable experiences (the Design Project will do this)*

- 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

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### Attendance and Participation (10% 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 exams 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, and critique ideas. 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. You don't need to email me to use them; they are simply at your discretion. If you do not use your free days, your additional attendance in class will count as extra credit and your attendance score could end up at 104% or 108%.
- **Design Project Attendance:** Class attendance is MANDATORY during the Design Project unless you, your group, and I have all had a conversation. **You cannot use your two free days here unless we have discussed it IN ADVANCE.**
- **Extra Credit:** Occasionally there will be opportunities in class to receive points that can be added on to your next exam score. Those can't be made up if you are absent. Other than the attendance boost, this is the only other extra credit in this course. T

**Exams (40% of course grade:** We will have two exams evenly spaced throughout the semester. They will be held in class and will be multiple-choice and short answer format. They will test your knowledge of terms and basic structural systems. There will also be questions on key buildings and how and why they are important for the evolution of architecture. This involves knowing something about larger issues and concepts that we will develop in class. Because I want you to be able to select and apply your knowledge to test questions, not spend your time and cognitive resources *remembering* tiny facts, I will give each of you a 5x8" index card on which you can put any information you want from your notes to use on the exams. I will post the Powerpoints on Blackboard, along with a set of study questions for each unit. If you think you will miss class, you should get a copy of the textbook.

- **Exam Absences:** Just like at your job, you need to inform people IN ADVANCE if you are too sick to perform. I need an email from you IN ADVANCE (the start time of the exam is the absolute latest) if you are missing an exam. You'll need to take a make-up exam within a week at a time designated by me. (Warning: this may impact your other classes!) If you are sick a second time and are unable to make a second exam, you'll need to provide written documentation for your illness.

**Precedent Study (10% of your course grade):** Architects think of a precedent study as a way to increase their architectural vocabulary while creating a visual library for solving future design problems. Critically examining famous examples of architecture will increase your ability to generate your own ideas. Essentially, the more you experience, the more you have to draw from. (Late penalty: 10%-point deduction for every 24-hour period in which the work is late)

**Library Field Trip (20% of your course grade):** This task asks you to look at architecture from a thematic, rather than a chronological or historical perspective. What qualities seem to emerge when looking at buildings of the same type? This allows you to think more deeply about what buildings have in common and how those commonalities can express bigger ideas. Ultimately, you will connect this theory to practice in the Design Project. THIS ASSIGNMENT INVOLVES GOING INTO DOWNTOWN WASHINGTON DC. The assignment is metro-accessible. This is also a paired assignment, meaning you will work in groups of two. Yes, you will need a partner. (Late penalty: 10%-point deduction for every 24-hour period in which the work is late)

**Design Project (20% of your course grade):** Architects change the world. Whether it is a chair or a room or a city, they have a vision about how things might be better. You will be placed in a group and given a space with very specific physical restraints. A collaborative approach works best here since many thoughts need to be addressed simultaneously: personal ideas, the client's needs, and the public who will use the space. It is a dynamic process filled with ambiguity and uncertainty, questions and problems, until that moment when a solution makes itself clear.

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 four weeks of the semester.

### Remaining Class Mechanics

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**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.

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

**Tech Policy:** Laptops should be used for notetaking only. (Really! I once had a student watching porn in class and the students behind him were NOT HAPPY about it!) Use your cell phone the same way you would if you were in a business meeting with the CEO of JPMorgan. At some point, you'll have to get used to that so practice now.

Studies have shown that students who write their notes on paper learn more than those who typed their notes.<sup>1</sup> 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/>

**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 since they are turned in electronically through Blackboard and I may be able to provide video lectures.

#### Grading System:

GRADE	POINTS	
A+	97-100	Startlingly good, exceeding my expectations; Projects are well-written. NOT given for simply following directions
A	93-96	
A-	90-92	
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B+	87-89	Good effort with a good result
B	83-86	
B-	80-82	
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C+	77-79	Perfunctory; or tried but missed the point; or did something well but it wasn't the assignment; or a good idea but careless or sloppy
C	73-76	
C-	70-72	
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D	60-69	Warning: accepted under protest
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F	59 and below	Unacceptable as college-level work.

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

## University Policies

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### **Mason's Nondiscrimination Policy<sup>2</sup>**

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.

### **Chosen Names and Pronouns<sup>3</sup>**

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 Accommodations<sup>4</sup>**

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](mailto:ods@gmu.edu) and Phone: (703)993-2474.

### **Sexual Harassment, Misconduct, and Violence<sup>5</sup>**

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](mailto: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

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

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

<sup>4</sup> Statement provided as guidance from the Office of Disability Services and the Stearns Center

<sup>5</sup> Statement provided as guidance from the Stearns Center

Services (CAPS) at 703-993-2380. The 24-hour Sexual and Intimate Partner Violence Crisis Line for Mason is 703-380-1434.

### **Academic Integrity<sup>6</sup>**

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, give full credit; and
3. if you are uncertain about the ground rules on a particular assignment, ask for clarification

I think of it this way: Your written work is to be the product of you own thinking. Same with the exams. Don't leave anything around your desk, put your phone away, and obviously no talking during them—not even to yourself. Please take care of your bathroom business before coming to the test.

And finally a word about my expectations of university students:

- You are an adult. "No one told me there was homework," "What do you mean it was due last night," "I was supposed to bring it to class?" are just different ways of saying "I wasn't listening." Adults listen at meetings. Consult the schedule constantly.
- There is NO EXTRA CREDIT at the end of the semester. This is a course that operates exactly like the real world—we do our work every day, every week.
- Courtesy and common sense please. We're all adults; sometimes emergencies come up. However, talking to friends during lectures and wandering in and out are badly distracting to everyone else. So is coming in late. You will be entering the world of work as someone with a university degree. People will expect you to be familiar with the basic courtesies of the workplace. Let's start now.

### **And finally, Professor Bauman's personal advice:**

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")*



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<sup>6</sup> Language taken from Dr. Huerta's HIST 499-003 Spring 2021 syllabus



*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, so 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.