

## Making His Story of Structures My Own

Edmond SALIKLIS\*

\*California Polytechnic State University  
Department of Architectural Engineering  
1 Grand Avenue  
San Luis Obispo, CA 93407, USA  
esalikli@calpoly.edu

### Abstract

For the past six years, the History of Structures has been taught as a General Education Course at our University. The course began with a humble 15 students in its first iteration, and currently it attracts 130 students each session. The course is a writing course, which means a “significant portion” of the grade must derive from written assignments. And the course meets mandated requirements as a Arts and Humanities course which focuses on Fine and Performing Arts with multiple criteria that must be met:

- provides broad historical perspective on one or more of the fine or performing arts;
- applies critical standards to the aesthetic appreciation of art;
- includes critical analysis in the evaluation of the artistic endeavor;
- presents the ways in which the art form has had an impact on cultural development;
- applies appropriate learning strategies to the understanding of art forms;
- provides perspective on the relationship of technology to the arts;
- incorporates a significant amount of material from world cultural achievements;
- provides practice in a specific art form, if the course includes an activity or a laboratory in studio or performance art;
- provides assignments in writing that will form at least 25% of the students' total grade.

To meet these multiple objectives, and to manage an extremely large student population in one room, several techniques have been developed. The author will share detailed strategies that have been developed. Certainly the course began as what Professor Billington would have recognized as his own course, somewhat reinvented. And just as certainly, the course has evolved and become the author's own, in ways that might have pleased Professor Billington, and in ways that he would certainly not approve of!

Course evaluations will be provided, detailed syllabi and assignment strategies, as well as anecdotal evidence of its evolving success over time.