



Division of Interior Architecture

College of Professional Studies

IA 310 (GEP: ART; GA and GDR: NW; HU1)
History of Architecture and Design: Non-European Influences.

Fall Session 2016; September 6 – December 22
Subtitle: Global Studies – Design.

UW-Stevens Point Catalog Description:

Broad historical survey of the built environment of selected Non-European influences within social, religious, cultural, political, and technological contexts. Subtitle will designate area. May repeat under different subtitle. Lecture. 3 cr.

Class Information:

Time and Place: 14:00-15:15 (2-3:15pm); Room 317 CPS
Exam Time: December 16, 14:45-16:45 (2:45-4:45 pm)

Instructor: Dr. Kathe Julin Room 302 CPS.

Office Hours: 11:00 – Noon on Monday, Tuesday, and Thursday; or by appointment.
Online periodically throughout days of class; no evening or weekend hours.
Email: kjulin@uwsp.edu.

Textbook and Readings:

There are two required texts:

RENTAL: *World Architecture: A Cross-Cultural History*, by Richard Ingersoll and Spiro Kostof (New York, NY, Oxford University Press, 2013).

PURCHASE: *Dictionary of Architecture and Landscape Architecture*, by John Fleming, Hugh Honour, and Nikolaus Pevsner (London: Penguin, 1999).

Other: Other required readings will be available online in the IA 310 D2L Content area or available in the University Library eReserves.

Course Description: This cross-cultural architectural history course introduces significant forms of Non-Western (Non-European influenced) architecture, design and art, explored across the continents – Asia, Americas, and Africa. The built environment, formal and vernacular, is studied using different time periods with attention to distinct cultures, social aspects, and technology in a variety of geographical areas. The course work consists of readings from the required texts, lectures, note taking, discussion, identification and comparison exams, and short photo-essays and infographics (illustrated chronological timeline). This class has an [online component and support](#) in D2L for student coursework.

Course Objectives

Most of you have chosen this course as part of your architecture/art history course requirements for Interior Architecture major. Also, several have chosen it to fulfill the university general education requirements for the ARTS or for Global Awareness. This course is designed to ensure that you will take a look at several aspects of the interrelationship of architecture/design/art and the social aspects of Non-Western cultures. This course will introduce you to ideas and issues that are fundamental in Non-Western (Non-European influence) Design studies, specifically in the visual and built environment. The theoretical and historical basis of a variety of design disciplines of the visual and built environment will be studied and will include identification of styles and trends in design and art across the world.

Course Requirements required of all students.

Lecture/Discussion [attendance](#) in class each week and readings in textbooks. Online travel to sites and museums.
Note taking in course notebook, including short [prefatory](#) essays and visualization sketches as required.
Identification assignments of historical aspects of architectural and visual design and related art.
Analytical assignments (photo essays and timelines) on social, historical, and cultural design relationships.
Exams and quizzes.

Course Structure:

This course will be delivered Face-to-Face twice a week with online interaction through the course management system D2L. You will use your UWSP account to login to the course from the [D2L Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so. To access this course on D2L you will need access to the Internet and a supported Web browser (Internet Explorer, Chrome, Firefox, Safari). For recommended personal computer configurations, please refer to the [D2L settings link](#). In D2L, you will access lessons, assignments, course materials, and resources.

Technical Assistance:

If you need technical assistance at any time during the course or to report a problem with D2L you can:

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [HELP Desk](#)

Course Grade:

Based on an average grade for course assignments and exams.

If you have a question on any aspect of this course at any time, please feel free to ask. This is not a guessing game as to what is required, and the intent is to have you do well in this course. It will involve attentive listening and thoughtful note taking and analytic writing of essays and timelines. Do come prepared and well-rested to achieve the most from studies.

General Grading Criteria:

Grade	OVERALL Assignment Criteria
A Superior Work	Analytical essay interpretations and impressions are recorded accurately, carefully, and thoughtfully through writing, digital images, and sketches. Demonstrated detailed command of subject matter, including historical and sociological interpretation thoughtfully related to style and culture. Creatively and lucidly expressed and well organized. Obviously cares about the material. Had interesting personal opinions, credibly argued. Excellent grammar, spelling, syntax and punctuation.
B Good Work	Analytical essay interpretations and impressions are recorded accurately through writing and sketches. Demonstrated a solid command of the subject matter, in detail, clearly expressed and orderly. Nothing important left out. Correct grammar and spelling.
C Competent Work	A reasonable job. Observations and impressions are recorded adequately through writing and sketches. Learned most of the facts and can reproduce some appropriate interpretation of them. NB: <u>Everything</u> you say in a given essay can be correct and you can still earn a C. Improvement needed in grammar and spelling.
D Less than Competent Work	Observations and impressions are recorded through minimal writing and sketches. Didn't bother to learn all the basic facts, couldn't make any very convincing arguments with the facts that <u>were</u> learned, etc. Mostly correct but insufficient. Improvement needed in grammar and spelling.
F Failure	Little effort, unorganized, missing information. Plagiarism and copying other student work. Work needs to be of your own impressions and observations.

Grading Policies and Project Expectations in Brief

- Description of projects and grading criteria and/or rubric for each type of assignment – given with each.
- Viewing Grades in D2L. Points you receive for graded projects will be posted to the D2L gradebook.
- Final Course Letter grades will be given according to the following average percentages of Total Points at the end of the course.
 - 100-93% =A;
 - 92-90%=A -;
 - 89-87%=B+;
 - 86-83%=B;
 - 82-80%=B -;
 - 79-77%=C+;
 - 76-73%=C;
 - 72-70%=C -;
 - 69-67%=D+;
 - 66-63%=D.

General Class Participation Expectations

- Communication online: Communication will be primarily through the UWSP D2L Course Website, with exceptions through UWSP email. Students can expect consistent and timely communication on assignments and feedback. There will be no face-to-face or synchronous course requirements.
- Participation: Students are expected to participate in all activities given in the course calendar.
- Course Projects. Projects will be assigned with format/evaluation criteria given in assignment post. These will include infographics, historic timelines and analytic photo short essays as submissions in D2L Discussion/Dropbox Areas. Projects are to be turned in by midnight on the assigned due date. There is no extra credit and late assignments are not accepted. Feedback on all projects will be given online in the discussion area and/or in the comment area of the D2L Course Grades. Instructor feedback and project grades will be given as projects are completed in a timely manner.
- Quizzes. Quizzes must be taken during the time specified to receive points.
- Proper [Netiquette](#) should be followed for this course. Also see book on [Core Rules of Netiquette](#).

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check D2L for updates to the syllabus. Any significant changes will also be clearly noted in an announcement in class and/or through email.

LEARNING OUTCOMES

University GEP **ARTS** Course Learning Outcomes:

1. Describe, analyze or critique creative works utilizing knowledge of relevant aesthetic criteria or stylistic forms.
2. Do at least ONE of the following:
 - a. Identify and explain the relationship between particular traditions or genres of creative expression and their social, historical or cultural contexts.
 - b. Demonstrate an understanding of creative expression by producing or performing a creative work.

University GEP **Global Awareness** (GA) Course Learning Outcomes:

1. Identify and explain various components of a culture that is distinct from those found within the United States.
2. Analyze how cultural similarities and differences are negotiated in ways that help shape the modern world.

Interior Architecture IA 130 Course Learning Outcomes

1. Demonstrate an ability to think critically about historical design and artifacts of non-Western cultures.
2. Identify non-Western historical art/design periods and styles and analyze the determinants that shape the historical design of non-Western cultures.
3. Apply a variety of ideas and non-Western worldviews by critically formulating reflective and informed aesthetic evaluations of non-Western historical design/artifacts.

CIDA Accreditation Standards – Learning Outcomes.

1. Interior designers have a global view and consider social, cultural, economic and ecological contexts in all aspects of their work. (CIDA Standard 4: Global Awareness)
 - a. Students are aware that building technology, materials, and construction vary according to geographic location.
 - b. Student work demonstrates understanding of how social, economic, and cultural contexts inform interior design; and how environmental responsibility informs the practice of interior design.
 - c. The Interior Architecture program provides exposure to the current and relevant events that are shaping contemporary society and the world; exposure to a variety of cultural norms; and opportunities for developing multi-cultural awareness.
2. Interior designers apply knowledge of history and theory of interiors, architecture, decorative arts, and art when solving design problems. (CIDA Standard 10: History and Theory)
 - a. Students understand the social, political, and physical influences affecting historical changes in design of the built environment.
 - b. Students understand significant movements, traditions, and theories in: interior design, furniture, decorative arts, material culture, architecture, and art.

Methods of Instruction and Evaluation:

Lectures, videos, D2L website discussions, readings and website explorations of art/design places, museums, associations/organizations, articles, and research around the world. Readings provide in-depth examination and illustration of section topics. The course calendar outlines sections and corresponding readings, assignments, and quizzes.

Assignments: Assignments will be in the form of short analytical photo-essays, illustrated vocabulary worksheets, and discussions. These will be evaluated through reviews and critiques. Criteria for evaluation will be given with each assignment.

Quizzes and Final Exam. Quizzes and the Final Exam will be based on the chapters that you are reading and significant concepts and principles of art/design that are covered in the course lectures.

Due Dates. Due dates must be adhered to. Assignments are due by midnight on the date specified in the D2L Course News Item area (announcing daily class activities). Due dates are also listed on the assignment sheets. No late assignments will be accepted for any reason, except in the case of excused emergencies (see Absences below). Quizzes must be taken on time. All work must be complete for full consideration of points; however, if it is not complete by the due date and time, always turn in what you have finished at the required due date time for some possible points.

Attendance and Absences. Attendance for class lectures, discussions, and careful reading of requirements is expected, see UWSP [catalog](#) requirements on attendance. You should participate online in this class regularly, listen and read carefully, take notes, and participate in any required discussions. Absences (absence from working online is recorded each day on D2L) will be excused only in cases of personal illness or emergency. Emergency means a circumstance beyond a student's control. In order for an absence to be excused, you must present a written verification of illness (medical excuse from a clinic or doctor) or other appropriate written evidence of an emergency. If you need to be absent because of religious observances, you must inform the instructor during the first couple of days of classes, via e-mail.

Special Arrangements. If you need extra time or special arrangements for taking exams because of a learning disability, be sure to go to the Disability Services Office and get an authorization form. Then make sure to present it to the instructor during the first few days of class. See the university webpage for more information on disabilities and accommodations: <http://www.uwsp.edu/disability/Pages/default.aspx> .

Academic Integrity. While you are encouraged to study with your colleagues, we expect you to work individually on any assignment. This means that the entire project, including drafts, revisions, and final short essay papers must be executed solely by you. The work you present must be your own (not a copy of someone else's paper or drawing). For more information, see the University website on [grade review procedures](#) and for academic integrity and student rights, see <http://www.uwsp.edu/dos/Documents/CommunityRights.pdf> . Please consult the UW-Stevens Point Dean of Students webpage on Student Concerns for additional information: <http://www.uwsp.edu/dos/Pages/Academic-Concerns%20for%20Students.aspx>

See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency responses while on campus at UW-Stevens Point.”



Date	Topics	Chapter Readings – World Architecture Textbook
Week 1 Wednesday, September 7	Class Online this week – no face2face in classroom. Ancient Civilizations and Pre-contact America Read: Ch. 5.3 and 7.3 in World Architecture Textbook. Take notes on main points.	Read Ch. 5.3 and 7.3



“Judge a man by his questions rather than his answers.” Voltaire

Grading Policy

Graded Course Activities

Visit the **Projects** link in D2L News and Content area for details about each project listed below as they are **Grading Criteria**

Assignments (600 points)

1. Illustrated Vocabulary – India
2. Illustrated Vocabulary – China
3. Illustrated Vocabulary – Islam
4. Illustrated Vocabulary – Africa
5. Illustrated Vocabulary – Korea and Japan
6. Timeline of major works studies (ongoing starting with India, and due during Week 12)

Quizzes (300 points)

- Quiz #1 (India)
- Quiz #2 (China, Islam)
- Quiz #3 (Africa, Korea, Japan)

Student Report – Scholarly Photo Essay with references. (200 points)

Student Notebook – [Prefatory](#) essays for each week.

Final Exam: Identification and Essay (200 points)

Total Points: 1300 points

Viewing Grades in D2L

Points you receive for graded activities will be posted to the online D2L Grade Book. Click on the Grades link to view your points for each activity.

Your instructor will update the online grades each time a grading session has been complete—typically 2-3 days following the completion of an activity. You will see a visual indication of new grades posted on your D2L home page under the link to this course. You should also see a cumulative average for the course grade.

Additional Expanded information on the General UNIVERSITY Course Policies

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone’s ability to read or write.
- Share tips with other students.
- Keep an “open-mind” and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the “Send” button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). *Netiquette*. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

Participation

Students are expected to participate in all online activities as listed on the course calendar

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the course session so that we can help you find a solution.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider un-enrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned for extreme circumstances. All incomplete course projects must be completed in a month.

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Learning Resource Center and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 LRC, or (715) 346-3365.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

UWSP Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.