



INTERIOR ARCHITECTURE

IA 160. Survey of Creative Expression: U.S. Diversity, Identity and Material Culture.

Understanding the important meaning and history of human diversity in the U.S. as communicated through material culture and artifacts, multimedia forms of creative expression and the built environment. GDR: HU1, MNS; GEP: ART, USD; 3 cr.

Details

Semester:	Fall 2016-2017
Classroom:	Room 317 CPS
Meeting times:	Section 1: Wednesday, 9:35 AM –10:50 AM Section 2: Monday, 11:00 AM –12:15 PM Section 3: Wednesday, 11:00 AM –12:15 PM
Format:	Hybrid course-online component, additional 75 minutes
Professor:	Nate Johnson
Office:	336B CPS
Phone:	(715) 346-2451
Email:	njohnson@uwsp.edu Note: I do not check my email from Friday evening until Monday morning
Office hours:	Monday 1:00-4:00 PM Tuesday 9:00-12:00 PM or by appointment
Website:	Desire to Learn (D2L): http://www.uwsp.edu/d2l/Pages/default.aspx

Required Textbooks and Readings

There is no required text for this class. Assigned supplementary readings, electronic reserve resources, websites, and streaming video/audio will be located on D2L Content page.

Description

This course is specifically designed for you to read, observe, understand, and appreciate the diversity of our society within the United States. The course content will examine a variety of historical, ethnic, and cultural identities of groups of people in the United States through art and design. Culture and history are the foundation from which we will build an understanding of material culture as well as the formation of personal, group, and environmental identity.

At the end of this class, I hope you will leave with the important perspective on how the society around us is uniquely diverse and how the American built environment has become a beautiful and complex result of many cultures overlapping with each other over a long period of time. You will also be able take away with you a solid knowledge base about the variety of cultures that builds our society and that multiple cultural forces constantly shape and reshape our society and the environments we live in.

Learning Outcomes (Knowledge, Skills, and Dispositions)

IA 160 is designated as a General Education Program (GEP) and/or General Degree Requirement (GDR) course (whichever program you are entering under or finishing in respectively). To maintain these designations, this course must meet certain criteria determined by the university that is in addition to what is required for a course in Interior Architecture. In addition, accreditors of the IA program have their own set of requirements that need to be met, as well. The following is a list of course learning outcomes that this course has been designed in accordance to. These learning outcomes are included in this syllabus as required by the entities issuing them.

Interior Architecture Division IA 160 Course Learning Outcomes

at the end of this course students will be able to:

1. Recognize how diverse cultures in the U.S. have contributed to the American design heritage;
2. Identify the richness of design origins without prejudice;
3. Describe the effects of culture, ethnicity, human interactions and environment on the design of material culture and built environment;
4. Develop a positive awareness of diversity and consciousness of alternative points of view that are necessary for participation in a multicultural society;
5. Reflect on issues of diversity, assimilation, prejudice, and discrimination and how these issues relate to the student's own worldview;

UWSP GEP Course Learning Outcomes

upon completing this requirement, students will be able to:

1. Investigation Level
 - a. Arts
 - i. Describe, analyze or critique creative works utilizing knowledge of relevant aesthetic criteria or stylistic forms.
Do at least ONE of the following:
 - ii. Identify and explain the relationship between particular traditions or genres of creative expression and their social, historical or cultural contexts.
 - iii. Demonstrate an understanding of creative expression by producing or performing a creative work.
2. Cultural and Environmental Awareness Level
 - a. U.S. Diversity
 - i. Describe the various dimensions of diversity and marginalization within the United States.
 - ii. Explain the means by which one or more persistently marginalized groups in the U.S. have negotiated the conditions of their marginalization.

CIDA Professional Standards 2017

student learning expectations:

Standard 4. Global Context:

- Students are aware that building technology, materials, and construction vary according to geographic location.

Standard 10. History and Theory:

- Students understand the social, political, and physical influences affecting historical changes in design of the built environment.

Policies

Due Dates: Assignments are due **at the beginning of class** on the date and time specified. Assignments submitted to D2L will have specific submission requirements. **No late assignments will be accepted** and all work must be complete. Makeup work may be accepted at the instructor's discretion, depending on circumstances (see Absences).

Attendance: Attendance is required and will be recorded. Students are expected to arrive on time and stay for the entire class period. Once class has begun, do not leave the room and re-enter unless it is an emergency, as it is disrespectful and disruptive to the instructor and your fellow students. If you must leave the class early, please inform the instructor in advance.

Absences: Absences will be excused only when prior notice is given in cases of personal illness or emergency via email and you must personally make arrangements to discuss the situation during the instructor's office hours upon your return. If you need to be absent because of religious observances, you must inform me during the first couple of days of classes via email. Absences due to field trips or other campus activities must be validated with a formal excuse obtained from the instructor or sponsor of the activity. Please give notice prior to your absence to discuss any makeup work. **Unapproved makeup work or late work will receive no credit.**

Technology: Cell phones should be set to silent mode and not used during class unless: you are instructed to do so, you have informed me that you are an EMT or firefighter, or you have informed me that you are waiting for a personal emergency call. Cell phone use during quizzes and exams will be considered academic misconduct and will result in disciplinary action according to UW procedures. Laptops are not necessary and should not be used during class unless specifically requested in advance by the instructor. During any computer lab portions of the class, students must refrain from using the internet and computer programs other than those required by the Instructor. Students are expected to keep multiple backup copies of electronic files. It is recommended that students work from the myFiles drive and not unreliable thumb drives. Failed storage devices are not an excuse for late work.

English as a Second Language: If you are a student who needs language assistance for testing and lectures, please see me during office hours so that arrangements can be made. No interpretation devices are allowed during exams and quizzes.

Learning Disabilities: 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. Make sure to present it to the instructor during the first week of class. See the UWSP webpage for more information about disabilities and accommodations: <http://www.uwsp.edu/disability/Pages/default.aspx>

Academic Honesty: No plagiarism or other form of cheating will be tolerated. Using work submitted for credit in another class, either individual or group work, is not appropriate and is considered cheating. Any academic misconduct will result in a zero grade.

Plagiarism is the attempt to use another's language or major ideas as your own. It is copying somebody else's work (including drawings), sometimes with minor changes. To avoid plagiarism, either paraphrase, assimilate, synthesize, or give credit to the source for major ideas, information, definitions and quotes. Accuracy is essential. Enclose all quotes in quotation marks and copy word for word. Paraphrasing is thoroughly rewriting a sentence or paragraph, not just changing a word or two. This requires changing sentence structure, words and style to reflect your personal writing.

D2L's Dropbox is now integrated with www.turnitin.com, a plagiarism detection website. What that means is that ALL papers submitted to the Dropbox will be checked for plagiarism.

For more information on academic misconduct, please visit the following UWSP website: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>

Hybrid Format

IA 160 has been designed as a "hybrid" course meaning that a number of class meetings (face-to-face) have been replaced with outside activities and online computer activities. We will be using Desire to Learn (D2L) as our online course management system. Students will receive information on how to use D2L as well as specific assignments for discussions of course material. Approximately 50% of our class time will be spent online in asynchronous (any time, any place) activities; the remainder of the classes will be face-to-face (F2F) in the physical classroom. Keep in mind that with this system class time is not eliminated but self-determined and therefore your responsibility to manage. Even though "release time" is individually scheduled, due dates/times are strictly enforced. The course schedule reflects the F2F meeting dates for your section.

D2L contains material for the course including readings, assignments, internet links, and other relevant information in the Content section. Selected online assignments may have a discussion component that will allow for small group discussions online. This activity will provide you with the opportunity to read what other students in your group have written, compare it to your understanding of the concept or questions discussed and comment on it in order to develop critical thinking skills.

Grades will be recorded in the Grades section. Keep in mind that grades are not entered immediately as they must be individually entered. Therefore, it may take several days to record. You are encouraged to check the grade book frequently. In the event that an entry error has occurred, you must report it promptly so that changes can be made in a timely manner. Do not wait until the final week of classes to report errors that occurred early in the semester. Questions about your grades and all emails must include your section number and group number in order for me to check the records. Individual student grades are confidential.

Grading and Evaluation

Grades: Course letter grades will be given according to the following percentages of total points at the end of the semester:

100 - 93%	A	73 - 77%	C
90 - 92%	A-	70 - 72%	C-
88 - 89%	B+	68 - 69%	D+
83 - 87%	B	60 - 67%	D
80 - 82%	B-	59 - 0%	F
78 - 79%	C+		

Evaluation Criteria: The following is a breakdown of the assignments we will be working on this semester with the weight percentage. Refer to the Assignment Descriptions and Course Schedule for more information. Attendance is taken during face-to-face class periods and you must be present when the assignment is given to receive credit for both in-class and online activities. Grades for assignments will be posted on D2L. A grade sheet may be given in the form of a rubric with comments, or comments may be provided in D2L with the grade. Assignments typically have a value of 100 points and grades are sometimes expressed as percentages.

Online Group Introduction	1%
Pre and Post Course Surveys (2 @ 3% each)	6%
Online Assignments (5 @ 7% each)	35%
In-Class Activities (4 @ 5%-7% each)	26%
Outside Activity Reports (3 @ 7% each)	21%
Final Exam	11%
<hr/> Semester Total	<hr/> 100%
Bonus Online Activity	7%

Assignment Descriptions

Online Group Introduction

Students will introduce themselves to their fellow group members in the Discussion forum on D2L.

Pre and Post Course Surveys

Students will complete a Diversity and Design Survey at the beginning and end of the semester to assess their knowledge and understanding of issues concerning the subject matter, as well as to gauge perception changes, if any, during the course of the semester.

Online Assignments

Online activities will be assigned after selected face-to-face class periods. Online activities may include, but are not limited to reflections, commentaries or small group discussions on class lectures or additional readings, audio or video programs, or online quizzes. Refer to the *IA 160 Guidelines for Online-In Class Activities* posted on the D2L content page for further details.

In-Class Activities

These activities will be completed and turned in by the end of selected face-to-face class periods. Material will be assigned the week before and will be the basis for the in-class activity. Please come to class prepared for discussion and ready to participate for credit. Refer to the *IA 160 Guidelines for Online-In Class Activities* posted on the D2L content page for further details.

Outside Activity Reports

Our campus and community offer many opportunities relevant to cultural issues, which help create a positive awareness of diversity and alternative points of view. Each student will be required to attend multicultural events outside of class, write a report for each event, and submit the report to the D2L dropbox by the due date. Refer to the *IA 160 Guidelines for Outside Activity Reports* posted on the D2L content page for further details.

One Final Exam

The final exam will be held in this classroom during final exam week. This exam will cover material from the entire semester.

Bonus Online Activity

As there is no late work accepted, this **optional** activity will be done online and will take the place of one of the assignments you may have missed because of unforeseen circumstances.

Schedule

The schedule below is to be considered and outline and is subject to change. Students are required to monitor D2L News and listen for announcements in class on items related to the schedule and due dates.

Week	In-Class or Online Activity
Sept. 5 (Mon.)	Labor Day Recess – No Class
Week 1 Sept. 7 (Wed.) Sept. 12 (Mon.)	Lecture: <i>Course Introduction</i> Online Work: Introductory Online Exercises: log on to D2L and complete the Pre-Course Survey and your Online Group Introduction by 11:59 PM the night before class (week 2).
Week 2 Sept. 14 (Wed.) Sept. 19 (Mon.)	Lecture: <i>Diversity in America</i> Group formation and photographs Online Work: Online Assignment #1 is due by 11:59 PM the night before class (week 3).
Week 3 Sept. 21 (Wed.) Sept. 26 (Mon.)	Video: <i>Becoming American</i> Online Work: Online Assignment #2 is due by 11:59 PM the night before class (week 4).
Week 4 Sept. 28 (Wed.) Oct. 3 (Mon.)	Lecture: <i>Culture: What is it? What is Design?</i> Online Work: Outside Activity Report #1 is due by 11:59 PM the night before class (week 5).
Week 5 Oct. 5 (Wed.) Oct. 10 (Mon.)	Lecture: <i>Diversity of Native Americans</i> Online Work: View the film <i>500 Nations-Part One</i> before class (week 6) to prepare for a group activity.
Week 6 Oct. 12 (Wed.) Oct. 17 (Mon.)	In-Class Activity #1: Group assignment is due at the end of class. Lecture: <i>Early Residential Styles</i> Online Work: Online Assignment #3 is due by 11:59 PM the night before class (week 7).
Week 7 Oct. 19 (Wed.) Oct. 24 (Mon.)	Lecture: <i>Diversity of Architecture in the U.S.</i> Online Work: Online Assignment #4 is due by 11:59 PM the night before class (week 8).
Week 8 Oct. 26 (Wed.) Oct. 31 (Mon.)	Lecture: <i>African American Influences in Design</i> Online Work: View the film <i>Round Barns of Vernon County</i> before class (week 9) to prepare for a group activity.
Week 9 Nov. 2 (Wed.) Nov. 7 (Mon.)	In-Class Activity #2: Group assignment is due at the end of class. Lecture: <i>Culturally Sensitive Housing</i> Online Work: Read the required reading before class (week 10) to prepare for a group activity.
Week 10 Nov. 9 (Wed.) Nov. 14 (Mon.)	In-Class Activity #3: Group assignment is due at the end of class. Presentations from In-class Activity Online Work: Outside Activity Report #2 due by 11:59 PM the night before class (week 11).
Week 11 Nov. 16 (Wed.) Nov. 21 (Mon.)	Guest Lecture: <i>Hispanic Design Influences</i> Online Work: Begin Online Assignment #5 that is due by 11:59 PM the night before class (week 14).
Week 12 Nov. 23 (Wed.)	To Be Determined. Drive safely and have a Happy Thanksgiving ☺
Week 13 Nov. 28 (Mon.) Nov. 30 (Wed.)	Lecture: <i>The Cultural Landscape</i> Online Work: Continue Online Assignment #5 that is due by 11:59 PM the night before class (week 14).
Week 14 Dec. 5 (Mon.) Dec. 7 (Wed.)	Lecture: <i>Contemporary Designers</i> Online Work: Complete the following: 1. Outside Activity Report #3 is due by 11:59 PM the night before class (week 15). 2. Post-Course Survey: Log on to D2L and complete the IA 160 Post-Course Survey by 11:59 PM Friday December 16. 3. Bonus Online Activity: Complete the optional activity online for bonus points.
Week 15 Dec. 12 (Mon.) Dec. 14 (Wed.)	Final Exam Review In-Class Activity #4: Individual assignment is due at the end of class. Post-Course Survey: log on to D2L and complete the IA 160 Post-Course Survey by 11:59 PM Friday December 16.
Week 16 Finals Week	Final Exams (CPS 317): Section 1 (Wednesday class) Wednesday December 21 10:15-12:15 PM Section 2 (Monday class) Tuesday December 20 2:45-4:45 PM Section 3 (Wednesday class) Monday December 19 10:15-12:15 PM