

INTERIOR ARCHITECTURE
College of Professional Studies
University of Wisconsin-Stevens Point

IA 160 (MNS) SURVEY OF DESIGN: MINORITY CULTURES IN THE U.S. GDR:HU1, MNS.
Semester II, 2006-2007

COURSE DESCRIPTION: 3 cr. Understanding the design of utilitarian objects and the design of space in selected Native American and immigrant cultures. Investigates stereotype, discrimination, majority influence and historical tradition as a concept of design evolution in the U.S.

MEETING TIME Sections 1 & 2: 11:00-12:15, Tuesday/Thursday
AND PLACE: Room 116 CPS
INSTRUCTOR: Donna Zimmerman, Associate Professor
OFFICE: Room 334B CPS
TELEPHONE: 346-4426
E-MAIL: dzimmerm@uwsp.edu
Note: I do not check my email from Friday noon until Monday 9AM.
OFFICE HOURS: Tuesdays and Thursdays, 12:45-1:45PM.
Others by appointment or chance

TEXTS:

Text Rental: *Diversity in America* by Vincent N. Parrillo
New York Times Readership Program: Daily Copies Available
Purchase from Bookstore (on a buy-back basis):
America's Architectural Roots: Ethnic Groups that Built America, edited by Dell Upton

COURSE OBJECTIVES AND LEARNING OUTCOME EXPECTATIONS:

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

1. Recognize and place within a historical context how U.S. minority cultures have contributed to the American design heritage and how cultural influences have impacted contemporary design.
2. Appreciate the richness of design origins without prejudice and recognize that design is present in all aspects of life and is inspired by cultural values;
3. Recognize the effects of culture, ethnicity, human interactions and environment on the design of items of material culture and the built environment.
4. Discover the positive awareness of diversity and consciousness of alternate points of view that is necessary for participation in a multicultural society.
5. Develop critical thinking skills in evaluating issues of diversity, assimilation, prejudice, and discrimination pertaining to cultural or ethnic differences.

MAXIMUM POINTS FOR EACH ACTIVITY:

Introductory online exercises	25
Three (3) Group Activities @ 100 points each.....	300
Sixteen (16) Short Reflection papers @ 20 points each.....	320
Three (3) Outside Activity Reports @ 50 points each	150
Four (4) NYT Reports/In-class Activities @ 45 points each.....	180
Peer Evaluation.....	25
TOTAL POINTS.....	1000

NOTE: No late work will be accepted and there is no extra credit.

PERCENTAGE AND LETTER GRADE EQUIVALENTS:

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 - %	F
78 - 79%	C+		

Section 1: GENERAL COURSE INFORMATION

IA 160 is a survey course designed to provide the student with information on a general area of study and focuses on minority groups in the U.S. and how they have influenced our American design heritage. IA 160 is also what is known as a "Golden Bullet" course meaning that it fulfills the General Degree Requirements for both Humanities 1 (HU1, History and Appreciation of the Arts) and Minority Studies (MNS) categories; both required for graduation at UWSP. 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. Therefore the course content will cover a variety of cultural and historical aspects of minority groups in the U.S. not just those issues concerned with interior design or architecture. Culture and history are the foundation from which we will build an understanding of design and architecture.

Section 2: PERSONAL CONDUCT

This course is designed for student success. In order to be successful it is crucial that you attend class regularly, complete assignments on time, and contribute to discussions. These activities are essential since there are no tests and your participation in group discussions is a major part of the course. **NO LATE WORK WILL BE ACCEPTED.** If it is necessary to miss class because of illness or emergency, you are expected to notify me **BEFORE** class (via phone or email) and you must **personally** make arrangements to discuss the situation during my office hours upon your return. Makeup work may be accepted at my discretion, depending on circumstances. 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 notify me prior to your absence so that we can discuss any make-up work. **UNAPPROVED MAKEUP WORK OR LATE WORK WILL RECEIVE NO CREDIT.**

Class attendance is imperative to success and it is expected that students will come to class on time and stay the entire period. Once the class session has begun, please do not leave the room and then re-enter unless it is an emergency. It is disrespectful and disruptive to the instructor, guest speakers and the rest of the class if students come to class late or leave the room before we are adjourned. **If you must leave class early, please inform the instructor in advance.**

Please turn off all cell phones and beepers prior to class unless you have informed me that you are, for example, an EMT or firefighter, or that you are waiting for a personal emergency call.

Academic Integrity: Academic integrity refers to the "integral" quality of the search for knowledge that a student undertakes. The work a student produces, therefore, must be wholly his or hers; it should result completely from the student's own efforts.

A student will be guilty of violating Academic Integrity if he/she – a) knowingly represents work of others as his/her own, b) uses or obtains unauthorized assistance in the execution of any academic work, or c) gives fraudulent assistance to another student.

This is a serious offense and won't be tolerated. The following University website <http://www.uwsp.edu/centers/rights> defines our *Community Rights and Responsibilities* and includes explanations of *Student Academic Standards and Disciplinary Procedures*. Please read so you are informed of the consequences of violating Academic Integrity.

Special Accommodations: Students with disabilities should contact the Office of Disability Services, X3365, during the first two weeks of the semester if they wish to request accommodation.

Religious beliefs will be accommodated according to UWS 22.03 as long as the student notifies the instructor within the first three weeks of the beginning of classes of specific days or dates on which he or she will request relief from an academic requirement.

Keep in mind, that to be successful in any course it is important to take responsibility for your own learning and become an active learner. Don't expect that others, the professor or your peers are responsible for your success.

Section 3: HYBRID COURSE FORMAT

IA 160 has been redesigned as a "hybrid" course meaning that a number of class meetings (face-to-face) have been replaced with online computer activities. Research has shown that hybrid courses that include active learning activities and critical thinking exercises are more effective than traditional face-to-face or totally online courses. 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 25% 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, CPS 116. The course schedule reflects the F2F meeting dates and the "online" dates where students will be free to complete their online assignments and discussion sessions. This "release time" allows a student the flexibility of scheduling other activities or employment on the days we don't meet face-to-face. It also allows time in CPS 116 for group meetings to discuss the assignments on the days when face-to-face class is not being held.

D2L contains material for each of the 3 units in the course including readings, assignments, Internet links and other relevant information and is available in the **Content** section. Each of the unit assignments will 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 question discussed and comment on it in order to enhance your grade or contribute to the group grade. Posting to the discussion forums will be demonstrated in class.

We will not be using D2L grade book. Instead we will use the **CPS online grade book** that can be accessed in D2L as a quick link on the menu bar of the course.

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. Individual student grades are confidential.

The URL to access Desire2Learn is <http://uwsp.courses.wisconsin.edu>
Your UWSP user name and password is also your login for D2L.

Section 4: COURSE REQUIREMENTS - Individual Assignments:

16 Individual Short Reflection papers (20 points each)

After every PowerPoint lecture, video or guest speaker's presentation each student will post a short paragraph (minimum 150 words) by **12:00 Noon the day after class meets** (see due dates in the course schedule) to the D2L Drop-Box. Your paragraph **MUST** be created as a **Microsoft WORD** document (**.doc file extension**) or **Rich Text (.rtf file extension)** **not WordPerfect or any other program** and then uploaded to the D2L Drop-box. Although the D2L system accepts other file extensions and will send you a notification of successful upload, **it cannot open them, resulting in no credit**. If you do not have **Microsoft WORD** on your own computer you will have to use one in the campus lab. The posting process will be demonstrated in class.

These reflection papers will include responses to specific questions about the presentation posed in class and/or may focus on anything you found significant in the presentation. For instance, besides addressing questions that are brought up in class, your reflection may comment on something you found interesting or never knew about before; it may reflect personal feelings or reactions to what was discussed; it may point out something that you did not understand completely and would like clarified; or other questions that came to mind during the presentation. In other words, it is an open forum where there are no right or wrong answers. Keep in mind that you **must be present** in class to receive credit for your reflective paper.

These reflection papers provide important feedback to the instructor therefore they must contain **thoughtful and insightful responses to receive full credit**. The Drop-box does not allow everyone to read the contents, only the instructor, so in order to share general comments or perceptions; clarify any misconceptions; or answer any questions I will create a summary for the entire class to read on a need-to-know basis. This summary will be posted in the D2L News section or we will address these issues in class.

4 New York Times Reports (45 points each)

Genuine understanding of culture is a crucial part of meeting the educational needs of a diverse society. Evaluation and discussion of relevant newspaper articles will be used in this course to integrate multiculturalism meaningfully into the curriculum and build on our awareness of and sensitivity to diversity. Daily copies of the New York Times will be available for your use this semester. Reading and discussing current articles from the New York Times also strengthens critical thinking and language skills, increases the sense of community in class, and makes use of a resource that, unlike textbooks, you will read long after your formal education is completed. Throughout the semester each student will choose articles to report on that are relevant to topics we will be covering in class and there will be in-class activities that utilize the New York Times as an open forum for discussion. Please refer to the guidelines for NYT reports for further details.

3 Outside Activity Reports (50 points each)

Many activities take place on campus and in the community that are relevant to cultural issues and help to foster a positive awareness of diversity and of alternative points of view. Each student will be required to attend or participate in **two** multicultural events outside of class, write a report on each event, and post your reports to the D2L Drop-box by the due date (check the course schedule for due dates). There are a variety of campus activities that are suitable for this assignment and you will be notified in class, in the News section of D2L or via email which ones are acceptable. Any activities that are not announced in class must have instructor approval **before** reports are submitted in order to receive credit. For those students who commute or for other reasons are not able to attend campus activities please see me for alternatives.

The **third** Outside Activity report will be to interview a foreign student from this campus. If you do not know one from your classes, go to the *Foreign Student Office* and ask if they know of someone who will grant you an interview. Most are eager to talk about their culture. You may choose to do this with some of your group members, but each person in the group must write their own report and upload it to the D2L Drop-box by the appropriate Outside Activity report due dates. See the course schedule and guidelines for further details.

Guidelines for the NYT reports and the Outside Activity/ Interview reports will be available in the CONTENT section in D2L.

NOTE: All papers must include your **NAME, SECTION NUMBER, AND GROUP NUMBER** in order to receive proper credit.

GROUP ASSIGNMENTS:

3 Group Reports (100 points each)

D2L will randomly assign each student to a small discussion group of approximately 5 students each. There will be approximately 19 groups and these will remain your discussion groups for the entire semester.

This course is composed of three units each with a set of requirements for completion. The requirements are listed under the Assignment for each unit and will result in a “group grade” meaning everyone in the group receives the same grade. There will also be a discussion forum component where you can benefit from the input and ideas of all group members.

For each of the 3 unit assignments a “Group Leader” will be chosen by the group to facilitate the discussion, analyze the results and record the collective response for the group to each part of the assignment. It is this answer that determines the grade each group is given. Peer revisions to the draft group response will assist the group leader in the final response each group submits. These peer revisions are required by all group members and each individual will be graded accordingly.

These unit assignments are very important as they take the place of tests or quizzes for this course. They are composed of active learning activities and critical thinking exercises which when complete provide a great indication, along with the reflection papers of what students are learning in this course. **It is strongly recommended that you keep a file of all of your documents for this course as a backup.**

Peer Points (25 points)

Group members will have the opportunity to award peer points (0-25) to each person in their group based on each individual's participation and contributions to group work this semester. Details will be given in class.

COURSE SCHEDULE
IA 160 SECTIONS 1 and 2
Semester II, Spring 2006/07
Instructor: Donna Zimmerman

Unit 1: Diversity in America

Unit 1: *Diversity in America* consists of introductory material on minority cultures in the U.S., who they are, where they come from and where we fit in. This unit also focuses on the diversity each of us brings to our communities and the classroom by exploring our own cultural identities and backgrounds. **Please refer to Unit 1 Assignment in D2L.**

WEEK 1

Tues., Jan. 23

- Introduction and Explanation of Course Structure
- Desire2Learn Demonstration

Thurs., Jan. 25

- Lecture: *Finding Connections: Interior Architecture and Multiculturalism*
- Lecture: *Diversity in America*
- **DUE: Introductory Online Exercises** (Logon to D2L and complete the Minority Studies and Design Survey and your introduction by **midnight, Friday, January 26th.**

WEEK 2

Tues., Jan. 30

- In-class activity: Diversity in the Classroom
- Group formation and photographs

Tues., Feb. 1

- *Lecture: Cultural Symbols on the Landscape*
[Individual commentaries due by noon on Friday, Feb. 2nd in D2L drop box](#)

WEEK 3

Tues., Feb. 6

- Video: *On Becoming an American*
[Individual commentaries due by noon on Wednesday, Feb. 7th in D2L drop box](#)

DUE: Unit 1 assignment must be posted to your D2L Discussion Group by noon Tuesday, Feb. 6th to receive credit; Group leaders will formulate a draft group response and post before 11:00am, Thursday, Feb. 8th. Group Members will edit/revise the draft response as needed and the Group leader will post the final group response to the discussion forum by noon Wednesday, Feb. 14th.

Thurs., Feb. 8

- **No Face-to-Face Class**

WEEK 4

Tues., Feb. 13

- **No Face-to-Face Class**

Unit 2: Understanding Culture and Design

Unit 2 discusses the impacts of culture and design on one another and how design is influenced by cultural values. **Please refer to Unit 2 Assignment in D2L.**

Thurs., Feb. 15

- Lecture: *What is Culture?*
[Individual commentaries due by noon on Friday, Feb. 16th in D2L drop box](#)

WEEK 5

Tues., Feb. 20

- Lecture: *What is Design and How is Culture Expressed Through It?*
Individual commentaries due by noon on Wednesday, Feb. 21st in D2L drop box

Thurs., Feb. 22

- Lecture: *Designing the Cultural Landscape: The American Home and Neighborhood Transformed*
Individual commentaries due by noon on Friday, Feb. 23rd in D2L drop box

WEEK 6

Tues., Feb. 27

- Guest Speakers: *The Hmong Community in Portage County*
Individual commentaries due by noon on Wednesday, Feb. 28th in D2L drop box

Thurs., Mar. 1

- **DUE: Your Views on the News #1 - New York Times Report and in-class activity**
Report must be posted in the Drop box by 11:00am TODAY.

WEEK 7

Unit 3: Exploring Cultural Design

Unit 3 examines various minority cultures in the U.S. through their unique material culture expressions including the design of living spaces, the built environment, utilitarian objects and decorative arts. **Please refer to Unit 3 Assignment in D2L.**

Tues., Mar. 6

- Video: *500 Nations Part 1*
Individual commentaries due by noon on Wednesday, March 7th in D2L drop box
- **DUE: Outside Activity Report #1 (Groups 1-10 interviews)**
Report must be posted in the Drop-box by 12:00noon TODAY.

Thurs., Mar. 8

- Lecture: *Native American Architecture: "By Our Houses You Will Know Us"*.
- Lecture: *The Telling of the World: Native American Art and Design*
Individual commentaries due by noon on Friday, March 9th in D2L drop box

WEEK 8

Tues., Mar. 13

- Lecture: *Hispanic Influences in Design*
Individual commentaries due by noon on Wednesday, March 14th in D2L drop box

Thurs., Mar. 15

- Mini-Lecture: *Santa Fe Style*
- **DUE: Your Views on the News #2 - New York Times Report and in-class activity**
Report must be posted in the Drop box by 11:00am TODAY.

SPRING BREAK	SPRING BREAK	SPRING BREAK
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WEEK 9

Tues., Mar. 27

- Guest Speaker: Kelly Jackson, Tribal Historic Preservation Officer from the Lac du Flambeau Band of Lake Superior Chippewa Indians speaking on the history and preservation of the Lac du Flambeau boarding house.
[Individual commentaries due by noon on Wednesday, March 28th in D2L drop box](#)

DUE: Unit 2 assignment must be posted to your D2L Discussion Group by noon Tuesday, March 27th to receive credit; Group leaders will formulate a draft group response and post before 11:00am, Thursday, March 29th. Group Members will edit/revise the draft response as needed and the Group leader will post the final group response to the discussion forum by noon Wednesday, April 4th.

Thurs., Mar. 29

- **No Face-to-Face Class**

WEEK 10

Tues., Apr. 3

- **No Face-to-Face Class**

Thurs., Apr. 5

- In-class Activity: *The Portal Case (Groups 1-10 only)*. Bring hard copy to class for in-class discussion)
[Individual commentaries due by noon on Friday, April 6th in D2L drop box](#)

WEEK 11

Tues., Apr. 10

- In-class Activity: *The Portal Case (Groups 1-19 only)*. Bring hard copy to class for in-class discussion)
[Individual commentaries due by noon on Wednesday, April 11th in D2L drop box](#)

Thurs., Apr. 12

- Lecture: *African American Design: They Came with Nothing?*
[Individual commentaries due by noon on Friday, April 13th in D2L drop box](#)
- **DUE: Outside Activity Report #2 (Groups 11-19 interviews)**
Report must be posted in the Drop-box by 12:00noon TODAY.

WEEK 12

Tues., Apr. 17

- Video: *African Design in American Houses*
- **DUE: Your Views on the News #3 - New York Times Report and in-class activity**
Report must be posted in the Drop box by 11:00am TODAY.

Thurs., Apr. 19

- Lecture: *Design Influences from Asia*
[Individual commentaries due by noon on Friday, April 20th in D2L drop box](#)

WEEK 13

Tues., Apr. 24

- Video: *A Strong, Clear Vision: Maya Lin*
[Individual commentaries due by noon on Wednesday, April 25th in D2L drop box](#)

Thurs., Apr. 26

- Lecture: *Focus on Designers*
[Individual commentaries due by noon on Friday, April 27th in D2L drop box](#)

WEEK 14

Tues., May 1

- Lecture/Activity: Reflection on Diversity
- **DUE: Your Views on the News #4: New York Times Report and in-class activity**
Report must be posted in the Drop box by 11:00am TODAY.

DUE: Unit 3 assignment must be posted to your D2L Discussion Group by noon Tuesday, May 1st to receive credit; Group leaders will formulate a draft group response and post by Thursday, May 3rd. Group Members will edit/revise the draft response as needed and the Group leader will post the final group response to the discussion forum by noon Wednesday, May 9th.

Thurs., May 3

- **No Face-to-Face Class**

WEEK 15

Tues., May 8

- **No Face-to-Face Class**

Thurs., May 10

- Video or Guest Speaker (to be announced)
- Wrap-up and closing comments
[Individual commentaries due by noon on Friday, May 11th in D2L drop box](#)
- **DUE: Outside Activity Report #3**
Report must be posted in the Drop-box by 12:00noon TODAY.

WEEK 16

FINAL EXAM PERIOD: SECTIONS 1 & 2

Note: There will be no final exam meeting; the Unit 3 Assignment fulfills the final requirement.