

UNLV | Interior Architecture + Healthcare Design

UNIVERSITY OF NEVADA, LAS VEGAS

Course: AAI 354 History of Architectural Interiors II.

Credits: 3

Prerequisites: AAI 353 History of Architectural Interiors I.

Meeting Times: M & W, 11:30 A.M. – 12:45 P.M.

Location:

Instructor:

Office Hours: M & W, 12:45 – 1:30 PM and by appointment

Course Description: This course traces the development and evolution of western and non-western architectural interiors and furnishings as manifestations and design expressions of cultural influences from the nineteenth century to present. An exploration and analysis of design trends and their relationships to aesthetic philosophies and historical periods. Of fundamental concern are the exploration and analysis of major design trends and their relationships to corresponding aesthetic philosophies and historical periods. Lectures expand on topics covered in the textbook.

Course Objective: Develop the ability to recognize, describe and analytically engage in a discourse about an architectural interior with artistic appreciation of the influential contexts that informed its development and transformation.

Text: *Interior Design and Decoration* by Sherrill Whiton, and Stanley Abercrombie. Prentice Hall, most recent edition.

Course Outline:

- I. Contemporary Developments in Architectural Interiors and Furniture.
 1. Revivals
 2. Industrialization
 3. Aesthetic movement
 4. Arts and crafts movement
 5. Art nouveau
 6. Art deco
 7. Modern and post-modern movements
 8. Deconstructivism

EXAMINATION I.

- II. Historical Perspectives of Non-western Interiors.
 1. China
 - T'ang Dynasty
 - Ming Dynasty
 - Ch'ing Dynasty
 - Communist Period
 2. Japan
 - Asuka Period
 - Nara Period
 - Heian Period
 - Kamakura Period

- Muromachi Period
- Momoyama Period
- Edo Period
- Meiji Period
- 3. India
 - Maurya Period
 - Muslim Influence
 - Mogul Dynasty
 - Gupta Period

Examination II.

- 4. Islam
- 5. Saudi Arabia
- 6. Central and Latin America
 - Aztec
 - Maya
 - Inca
 - Yagua And Bora
- 7. Traditional Africa
 - Cameroon
 - Nigeria
 - Zaire
 - Gold Coast
- 8. Peasant Styles of Europe
- 9. Native American

Examination III.

Course Completion Requirements:

Attendance of all lectures, the taking of three examinations and the submission of a pre-approved completed term project are required. Each examination and the term project shall constitute one fourth of course grade. Make up examinations shall be essay type given only when there is verifiable valid evidence of interference with the taking of scheduled regular examination.

Term Project:

A photo-journalistic essay about an historical architectural interior based on a field study.

Written proposals for term projects must be submitted prior to mid-semester and must be approved prior to proceeding with field study.

Project Essay (analytically discuss in detail):

- creative and innovative uses of historical references in design details that reflect and support a design philosophy
- historical significance within and outside the cultural context
- cultural patterns and characteristics that influenced the design

The essay must demonstrate an understanding of a designed interior and knowledge of how people and environments interact. Because cultural variables also play a significant role in design, they are important in understanding specific user groups, situations, and environments. Environment can be understood as (1) the organization of space, time, meaning, and communication; (2) a system of settings; (3) the cultural landscape; and (4) the fixed, semi-fixed, and non-fixed elements of systems of settings.

I. Format of photographic images and annotations

Produce a sequence of original photographic images of a building and interior that documents the exterior, interior spaces and details. Close-up exposures of details of importance must be included in the sequence. Copies of images from printed materials and images downloaded from the Internet are not acceptable.

Produce a binder or, book of twenty-four 8 1/2" x 11" or 4" x 6" prints of images in sequence starting with the exterior annotating each image with brief (one or two sentences) information about historical references evident in image. Submit all original unedited images on a SanDisk *Ultra Plus* or, DVD-RW compact disk.

To learn about photographic techniques and equipment visit:

<http://www.photo.net/learn/>

II. Essay

Design of interiors communicate much about people, history, lifestyle, culture, religion, construction methods, ethnic origins, commerce, economy, and technology.

Write a minimum two-hundred and fifty-word essay describing the environment by elaborating on the above and based on the following:

- site
- location
- interior
- exterior
- date of completion
- design philosophy

With reference to the chosen architectural interior research, analyze and discuss the following:

- historical events and cultural diffusion that precipitated the interior and architectural style
- design as creative expressions of values of a society at a particular period
- design as a contributor to the transmission of culture
- technological changes that have affected design

In conclusion discuss how the creative use of historical references reflect and support design philosophy. Consider historical significance, cultural context, how and who uses the environment.

Must use when writing the Essay. The Online Writing Lab (OWL) at Purdue University – see site map:
<https://owl.english.purdue.edu/owl/>

III. References

Include photo copies of all journal articles and book chapters used to support project content. **Highlight** information used in the Essay.

Citations to be in American Psychological Association Style (APA).

IV. Submission

All material to be bound and to be submitted on the day of the final examination. Late submissions are subject to reduced grade.

This course complies with the following Council for Interior Design Accreditation (CIDA) 2020 Professional Standards:

Standard 4. Global Context

Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

Intent: This standard ensures that graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions.

Graduates are exposed to ethical considerations in making decisions.

Student Learning Expectations

- a) Students **understand** that human and environmental conditions vary according to geographic location and impact design and construction decisions.

Student work demonstrates **understanding** of:

- b) how social, economic, cultural and physical contexts inform interior design.
c) how systems thinking informs the practice of interior design.

Standard 10. History

Interior designers are knowledgeable about the history of interiors, architecture, decorative arts, and art .

Intent: This standard ensures graduates have the knowledge base of design history to inform design solutions.

Student Learning Expectations

Students **understand** the basic context and framework of history as it relates to:

- a) interior design.
b) furniture, decorative arts, and material culture.
c) architecture.
d) art.
e) Students **understand** the social, political, and physical influences affecting historical changes in design of the built environment..

Studio and Classroom Standards, Policies, and Etiquette

The following guidelines constitute policies and the student's receipt and acceptance of a course syllabus

containing a course instructor's rules on these shall constitute acceptance of these policies.

The Interior Architecture and Design Program maintains standards of design quality in student work and personal conduct in design studios which are congruent with the mandate assumed by other professional programs accredited by the Council for Interior Design Accreditation and (CIDA) and the School of Architecture. The design studio therefore is considered a learning environment predicated on presence, participation, dialogue, initiative and learning by doing. Sharing thoughts, discussing ideas and seeking feedback are important aspects in the testing, development, and refinement of design concepts.

In this context each design project is considered an experiment, where successful experiments must be based on sound reasoning, fact, knowledge, rigorous method, historical precedent and a valid concept. Through the design process one seeks to find unique design solutions to an identified problem by appropriately responding to design criteria with minimal undesirable, unforeseen side effects.

Because the activity of design is time-bound, design studio is time-bound. Hence, the strategic management of time is crucial to a quality design studio experience.

Use of Electronic Devices During Lecture, Group Discussion, Project Review and Presentation Policy

The absence of unnecessary distractions and interruptions being essential for an effective learning environment, the Interior Architecture and Healthcare Design Programs require that each and every student refrain from the use of personal electronic devices during lectures, presentations, project reviews, and structured group activities. Laptop computers are permitted in design studios when their use is integral to assigned work in progress.

Classroom and Studio Etiquette

Arrive on time; no food, chewing/bubblegum, chewing tobacco, or beverages, except water.

The following standards supplement the Grading System as listed in the current Undergraduate Catalog.

Letter Grade Description

A Superior: Represents comprehensive excellence. Not only does the work fulfill all requirements in an excellent and professional manner but goes beyond the given requirements aiming at standards higher than requested. The student is an active and engaged participant in all class activities and intellectual progress and development have been demonstrated by the timely preparation of thoughtful work on a regular basis. This work is of a quality that is instructive to the studio critic and exemplary to the rest of the class and sets a standard for the course.

B Above Average: Represents work that can be distinguished as being of truly "good" quality. The work is free of significant flaws, is comprehensive in scope and exceeds all minimum requirements. The student is an active and engaged participant in all class activities and intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis. This work is of a quality that is exemplary for the course.

C Average: Represents satisfactory and average performance. The work is free of major flaws, is comprehensive in scope, and meets all minimum requirements. Intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis. The student and studio critic can take "satisfaction" in the average resolution of the course.

Students in the Interior Architecture and Design Program must attain a minimum grade of "C-" in all coursework taken within the School of Architecture as a part of the completion of their major course requirements. Students who attain any grade below a "C-" in any course within their major must retake that course and attain a

minimum grade of “C-” in order to advance towards graduation.

Students in the Healthcare Interior Design Program must attain a minimum grade of “B” in all coursework taken within the School of Architecture as a part of the completion of their major course requirements. Students who attain any grade below a “B” in any course within their major must retake that course and attain a minimum grade of “B” in order to advance towards graduation.

D-F Failing: Represents substandard work that is not passable. The work has not fulfilled requirements, or has not been completed on time, or does not appropriately address the issues raised by the course and is unacceptable.

I Incomplete: An “incomplete” on a project can only be given in exceptional cases in which failure to complete the assignment is a direct result of verifiable documented illness or injury requiring a visit to a medical facility, a death in the immediate family, military or legal obligations, or other equally serious reasons that can be documented in acceptable written form (such as medical records or legal notification). When possible, all outstanding circumstances that might impact the completion of a project should be brought to the instructor’s attention in advance. In addition, documentation for excused absences must be provided no later than the third class meeting following the event or the absence(s) will be counted as unexcused and no Incomplete can be given. All incomplete work is subject to late penalties as per the studio critic’s policy.

An “incomplete” in a course is only given in exceptional cases where there is/was a serious excusable reason for not completing course requirements (see above). The quality of work in the course up to that point has been satisfactory and passing (see Academic Policies section of the Undergraduate Catalog for further details).

Instructors are permitted to assign + or – to grades. However, there is no grade of “A+” within these guidelines.

Projects submitted after due dates are subject to one grade reduction.

Any student in any course who accumulates three or more unexcused absences will be sent a warning letter specifying a date by which (s)he must meet with the studio critic to discuss the reasons for the absences; if (s)he has not met with the studio critic by that date, the studio critic will either initiate an administrative drop or assign a grade of F.

Standard Provost’s Statements

<https://www.unlv.edu/policies/current-policies>

Instructors are required to include the academic policies listed below in the syllabi for their courses, perhaps under a section entitled University Policies. This document is posted on the University Policies webpage, <https://www.unlv.edu/about/policies/current-policies>, in the Executive Vice President and Provost section, under Academic Year Memos. Please address any questions to Javier A. Rodríguez, Vice Provost for Academic Programs, javier.rodriguez@unlv.edu.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the Campus community; we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the Student Conduct Code, <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A, Room 143, <https://www.unlv.edu/drc>, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus. UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, <https://www.unlv.edu/studentconduct/misconduct/policy>, which defines, "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries' Research Consultation website:

<http://guides.library.unlv.edu/appointments/librarian>. You can also ask the library staff questions via chat and text message at: <http://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the Academic Policies webpage,

<https://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV's official email system for students, and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the

University. Emailing within WebCampus is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Optional statement for inclusion in syllabi.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.