

Course Syllabus

Course Number: EID 311

Course Title: Designing the Modern World (aka 20th Century Architecture & Design)

Term: Fall 2026

Course Credits: 3

Class Meeting Days & Hours: Online, asynchronous

Class Location: Online, Canvas

Professor: Brianna Ortega, MFA

Email: brianna.ortega@chaminade.edu

Phone for Calls: 760 712 2879

Office Location: N/A, Adjunct Professor

Office Hours: N/A, Schedule office meetings on zoom via email with Professor

Course Description

This course is a study of post-industrial revolution interior design and architecture in the United States, including profiles of architects and designers and their impact on modern interior design and architecture.

Prerequisites: EID 200 or consent of instructor, EN 102, COM 101

Course Objectives

The course is designed to provide students with a comprehensive understanding of architectural theory, historical influences on design changes, the construction material innovation of the built environment, and the stylistic and cultural influences from recent historical periods that have shaped contemporary architecture.

Course Content

Lectures | Exercises | Projects

Communication

Please try to find the answer first by watching the lectures, reading my announcements, and reading my syllabus before you try to contact me. You have to put some work in on your end. Contact me via email at the email listed above for all general enquiries and I will get back to you within about 3 days. If you need a response for an urgent request within 24-36 hours, please text me at 760-712-2879 and I will respond within 24-36 hours, or as soon as I am able to.

Class Format

This course is structured in a **online** format. The course material will be accessible online via Canvas and a dedicated Google folder. Students are expected to independently manage their weekly learning assignments. Opportunities for questions and discussions will be available on the Canvas platform. In online discussion boards, students will either present their work or have the chance to work on their projects and receive guidance from the instructor and peers.

- Tues. 9/15: Project 1 progress check in discussion board
- **Thurs. 10/08: Project 1 presentation due**
- Thurs. 11/12: Project 2 progress check in discussion board
- **Thurs. 12/01: Project 2 presentation due**

Course Learning Outcomes

By the end of this course, students should be able to:

- Analyze the rationale and key architectural movements of the 20th century and their socio-cultural impacts on architectural design changes.
- Evaluate the contributions of prominent architects and designers from the 20th century in shaping modern architecture and design.

- Critique various architectural styles and design philosophies from the 20th century, identifying their connection to the design today.
- Execute design research projects inspired by 20th-century architectural principles and aesthetics, demonstrating a comprehensive understanding of design innovations of the time.

Assessment

Attendance/Participation	15 %
Exercises	35 %
Projects	50 %
Total	100 %

Grading Scale: A: 90%- 100%; B: 80%- 89%; C: 70%- 79%; D: 60%- 69%; F: below 59%

Generative AI Policy

Within this course, it is required that students construct and present their unique and original work, aligned with the course learning outcomes and the course intent. Students are discouraged from using any generative AI tools to complete their assignments. The instructors reserve the right to a) inquire if a student is using AI should that be suspected, b) ask a student to redo their assignments with point deductions, or c) give a grade of 0 for that assignment.

Credit Hour Policy

This is a 3-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend the following number of hours per class activity:

Educational activity	Expected hours of Student Engagement:	Details (if any):
Course attendance/Lecture	48	Class meetings (60mins each) 60min x 48 times a term= 48 hrs
Exercises	20	20 hours for assigned exercises, assignments, and readings
Project I	25	25 hours of fieldwork, design analysis, and presentation
Project II	32	32 hours of research, design analysis, and presentation
Reflection Paper	10	reflecting on the learning throughout the course, answering the given questions
Total hours:	135	

Evaluation Criteria

- understanding of the course materials
- thoroughness in exercises & projects
- technical and visual proficiency
- professional demeanor
- timely submission of required tasks

Required Learning Tools & Materials

- Physical Tools from both EID 200 & 202 courses
- Digital Tools: Google, Canvas, Adobe Photoshop & Illustrator

References

In the first week of the course, you will organize the resource library to identify design history books and resources that are available in the space. You will need to use both physical and digital resources for various exercises and projects.

- **Required:**

Interior Design Since 1900 (2020 ed.). Anne Massey

(https://www.amazon.com/dp/0500204608?ref_=cm_sw_r_cp_ud_dp_DJD8MSVMHJ9K10MRX1VC_1)

- **Recommended:**

Architecture in the 20th Century (2020 ed.) Peter Gossel and Gabriele Leuthouser

Design of the 20th Century (2012 ed.) Charlotte Fiell and Peter Fiell

Technical Assistance for Canvas Users

Search for help on specific topics at help.instructure.com. [Chat live with Canvas Support 24/7/365](#). Watch this [video to get you started](#) with online guides and tutorials. Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu, or call (808) 735-4855

Connection to the Characteristics of a Marianist Education

The following are characteristics of the approach to education engaged at Marianist schools, including Chaminade University:

- **Educate for formation in faith**
 - Trust in yourself and your instructor to do a good job to the best ability.
- **Provide an integral quality education**
 - Interactive learning between students and an instructor and students and students is a key for the success of digesting the information.
 - Proactive attitude towards learning is important.
- **Educate in family spirit**
 - Success can be achieved by harnessing everyone's growth together
- **Educate for service, justice and peace**
 - Be mindful of how your design may impact users, occupants and the environment
- **Educate for adaptation and change**
 - As people grow and change, space needs to respond to the changes of people, environment and society.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Code of Conduct

Attendance Policy

Students are expected to attend all courses for which they are registered. If you are not feeling well, please do not come to campus. Students should notify their instructors when illness or other extenuating circumstances prevent them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address or calling the instructor's campus extension. It is the instructor's prerogative to modify

deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

- Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course.
- Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.
- Six unexcused tardiness will result in one letter grade demotion for the course.

Late Work Policy*

Requests for extensions due to extenuating circumstances (medical problems, for example) will be considered but in general work received after the deadline will not be graded. Computer problems are not an excuse for late work. Turn in your work early if you think that you will be turning work late. Please see full late work policy at the end of this syllabus.

Grades of "Incomplete"

Students and instructors may negotiate an incomplete grade when there are specific justifying circumstances. An Incomplete Contract (available from the Divisional Secretary and the Portal) must be completed. When submitting a grade the "I" will be accompanied by the alternative grade that will automatically be assigned after 90 days. These include IB, IC, ID, and IF. If only an "I" is submitted the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 90 days after the end of the semester or term. This limit may not be extended.

Generative AI Policy

Writing/Paper/design requirements and formatting will be discussed during the course when the assignment is given. We recognize that there are various generative AI tools available. We recommend that you use them ethically. This means you may use them for initial ideation, but you will NOT let the tools do the assignments for you. Coding reference via AI is permitted. The instructor reserves the right to a) inquire if a student is using AI should that be suspected, b) ask a student to redo their assignments with point deductions, or c) give a grade of 0 for that assignment. If you use AI on any level, you also need to include in your project how you used it, to cite AI.

Cell phones, tablets, and laptops

Music Devices and Cellular Phones: Unless specifically permitted by your instructor, use of music devices and cell phones is prohibited during all Natural Science and Mathematics classes, as it is discourteous and may lead to suspicion of academic misconduct. Students unable to comply will be asked to leave class. Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up-to-date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Nondiscrimination Policy & Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Hazing Prevention Resources and Athlete Helpline:

Assists athletes, parents, coaches, and any allies interested in ensuring physical and mental safety for sports communities by offering confidential emotional support, crisis intervention, informational athlete-focused resources, and guidance related to concerns about any type of abuse—including hazing.

Chaminade University's Hazing Policy: <https://catalog.chaminade.edu/studenthandbook/codeofconduct>

<https://hazingpreventionnetwork.org/athlete-helpline/>

<https://hazingpreventionnetwork.org/how-to-report-hazing/>

Basic Needs Resources: <https://chaminade.edu/basic-needs/>

Campus Safety/ SafeSwords

A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events. [SafeSwords Webpage](#)

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Syllabus & Course map Changes

This syllabus is a guide to the class and will be adhered to as much as possible; however, I reserve the right to make changes as I see fit, so long as they do not create an additional undue burden on the student.

FULL LATE WORK POLICY

Late work is only accepted with formal documentation. Acceptable documentation that may, but not guaranteed, be accepted:

- A doctor's note
- An email sent to the Professor directly by a dean, academic counselor, or licensed therapist confirming that they met with you in person or zoom and have determined you have a valid reason for an extension
- Documentation of death in the family

If You Want an Extension Without Documentation

First, you must ask any counselor on campus to email me that you want this. Second, then you must attend a mandatory 2-hour Accountability Training Meeting coordinated by the Professor.

This meeting includes:

- A full review of your time management patterns
- A workload assessment

- A weekly schedule time-audit
- A written plan for all remaining deadlines in the course
- Reading a book of your choice on time management and submitting an 4-6 page written reflection overview of the book to me of what you learned by the end of the semester.

Extensions are granted only after completing the full 2-hour meeting.

Students who miss, cancel, or skip this meeting will not receive an extension.

Late Work Email Policy

I do not respond to emails asking for late work exceptions.

I will only reply to emails that include:

- A doctor's note attached

or

- An email sent directly by a dean, academic counselor, or licensed therapist (see above

- Or an email noting there has been a death in your family

All other emails about late work will not receive a reply, per policy. This protects my time as an adjunct professor and ensures fairness and consistency for all students.

Attendance & Participation in an Asynchronous Online Class

Because this is an asynchronous online course, attendance is measured by consistent academic participation, not physical presence.

Per Chaminade University Attendance Policy (see University Handbook):

If you do not submit any coursework for 2 consecutive weeks at any point in the semester—and you do not reach out and communicate with me during that time as to any solutions (see late work policy above)—you will be dropped from the course.

This ensures that students remain on track and engaged with the learning process.

Communication is required.

Silence + no work for 2 weeks = automatic drop.

Grading Expectations

Your grade in this course is based on (1) timely submission, (2) demonstrated effort, and (3) growth over the semester instead of plateauing.

Students who generally earn high grades:

- Turn in assignments on time
- Show effort and engagement
- Demonstrate improvement and growth throughout the semester
- Follow instructions and meet assignment requirements

Effort and progress are valued as highly as technical skill. You do not need prior experience to succeed — you simply need to participate consistently, put in effort, and apply feedback.

Students who struggle with grades typically:

- Miss multiple deadlines
- Skip assignments
- Forget to reply to other students on discussion boards
- Do not follow directions
- Submit incomplete, rushed work, or use Ai to write or make things
- Show no improvement over time, from the beginning of the semester towards the end.

Your grade reflects commitment, process, and growth, not perfection. You don't have to make perfect work in my class, you just have to try and have fun with the assignments.

Be curious—About the content, yourself, the class, and your goals.

Important Notes

- Most late submissions may not receive feedback due to the sequential structure of the course, unless you had a significant health issue and you reach out to me asking for feedback.
- This course builds week-by-week; falling behind will affect your success
- Disability accommodations must be arranged with the Resource Center before or at the start of the semester
- Campus Counseling Services are available for emotional support and this is included in your tuition
- The Student Health Center is available for physical or medical needs

I have read, understand, and agree to the terms of the syllabus, course map, and Code of Conduct.

Student Signature: _____

Date: _____

Fall 2026 Course Calendar

Week	Date	Day	Due by 11:00 PM
1	Aug. 18	Tuesday	Readings & Videos: Complete all assigned readings and videos. Discussion Board Initial Post Due
	Aug. 20	Thursday	Discussion Board Replies Due
2	Aug. 25	Tuesday	Readings & Videos: Complete all assigned readings and videos. Discussion Board Initial Post Due
	Aug. 27	Thursday	Discussion Board Replies Due
3	Sept. 1	Tuesday	Readings & Videos: Complete all assigned readings and videos. Discussion Board Initial Post Due
	Sept. 3	Thursday	Discussion Board Replies Due
4	Sept. 8	Tuesday	Readings & Videos: Complete all assigned readings and videos. Discussion Board Initial Post Due
	Sept. 10	Thursday	Discussion Board Replies Due
5	Sept. 15	Tuesday	Readings & Videos: Complete all assigned readings and videos. Discussion Board Initial Post Due. Project 1 Progress Check-In Discussion Board Due
	Sept. 17	Thursday	Discussion Board Replies Due
6	Sept. 22	Tuesday	Readings & Videos: Complete all assigned readings and videos. Discussion Board Initial Post Due
	Sept. 24	Thursday	Discussion Board Replies Due
7	Sept. 29	Tuesday	Readings & Videos: Complete all assigned readings and videos. Discussion Board Initial Post Due

	Oct. 1	Thursday	Discussion Board Replies Due
8	Oct. 6	Tuesday	Readings & Videos: Complete all assigned readings and videos. Discussion Board Initial Post Due
	Oct. 8	Thursday	PROJECT 1 PRESENTATION DUE. Discussion Board Replies Due
9	Oct. 13	Tuesday	Readings & Videos: Complete all assigned readings and videos. Discussion Board Initial Post Due
	Oct. 15	Thursday	Discussion Board Replies Due
10	Oct. 20	Tuesday	Readings & Videos: Complete all assigned readings and videos. Discussion Board Initial Post Due
	Oct. 22	Thursday	Discussion Board Replies Due
11	Oct. 27	Tuesday	Readings & Videos: Complete all assigned readings and videos. Discussion Board Initial Post Due
	Oct. 29	Thursday	Discussion Board Replies Due
12	Nov. 3	Tuesday	Readings & Videos: Complete all assigned readings and videos. Discussion Board Initial Post Due
	Nov. 5	Thursday	Discussion Board Replies Due
13	Nov. 10	Tuesday	Readings & Videos: Complete all assigned readings and videos. Discussion Board Initial Post Due. Project 2 Progress Check-In Discussion Board Due
	Nov. 12	Thursday	Project 2 Progress Check-In Discussion Board Replies Due.
14	Nov. 17	Tuesday	Readings & Videos: Complete all assigned readings and videos. Discussion Board Initial Post Due

	Nov. 19	Thursday	Discussion Board Replies Due
15	Nov. 24	Tuesday	Readings & Videos: Complete all assigned readings and videos. Discussion Board Initial Post Due
	Nov. 25	Wednesday	*Discussion Board Replies due a day earlier due to Thanksgiving Holiday*
16	Dec. 1	Tuesday	PROJECT 2 PRESENTATION DUE.
	Dec. 3	Thursday	Final Discussion Board Replies Due. LAST DAY OF CLASS.

Important notes for the syllabus

All assignments are due by 11:00 PM on the listed date.

Every Tuesday: Students must complete the assigned readings and videos and submit the week's initial discussion board post by 11:00 PM.

Every Thursday: Students must submit their discussion board replies by 11:00 PM.

Project 1 Progress Check-In in Discussion Board: Tuesday, September 15

Project 1 Presentation due in Student Google Drive Folder: Thursday, October 8

Project 2 Progress Check-In in Discussion Board: Tuesday, November 10, with replies due Thursday, November 12

Project 2 Presentation due in Student Google Drive Folder: Tuesday, December 1

Last day of class: Thursday, December 3, 2026. There are no classes after December 3. We do not have a final exam so we don't go into finals week.