

STRUKTUR KURIKULUM S1 ARSITEKTUR INTERIOR (REGULER/PARALEL)

KODE	MATA AJARAN	SUBJECT	CREDIT
CODE	Semester 1	1 st Semester	
UIGE600002	MPK Terintegrasi B (Sains, Teknologi, Kesehatan)	Integrated Character Building (Science, Technology, Health)	6
UIGE600003	Bahasa Inggris	English	3
ENGE600001	Kalkulus 1	Calculus 1	3
ENAR601009	Pengantar Arsitektur	Introduction to Architecture	3
ENAI601001	Desain Dasar 1	Basic Design 1	5
		Sub Total	20
	Semester 2	2 nd Semester	
UIGE600001	MPK Terintegrasi A (Sosial-Humaniora)	Integrated Character Building (Social-Humanities)	6
	Olah Raga/Seni	Sport/Arts	1
	Agama	Religion	3
ENGE600004	Aljabar Linear	Linear Algebra	4
ENAI602002	Desain Dasar 2	Basic Design 2	7
		Sub Total	20
	Semester 3	3 rd Semester	
ENGE600005	Fisika Mekanika dan Panas	Physics (Mechanics and Thermal)	3
ENGE600006	Praktikum Fisika Mekanika dan Panas	Physics (Mechanics and Thermal) Laboratory	1
ENAI603003	Perancangan Arsitektur Interior 1	Interior Architectural Design 1	7
ENAI603010	Sejarah dan Teori Arsitektur 1	History and Theory of Architecture 1	3
ENAI603011	Metode Perancangan	Design Methods	3
ENAI603012	Teknologi Bangunan 1	Building Technology 1	3
		Sub Total	20
	Semester 4	4 th Semester	
ENAI604004	Perancangan Arsitektur Interior 2	Architectural Design 2	8
ENAI604013	Sejarah dan Teori Arsitektur Interior	History and Theory of Interior Architecture	3
ENAI604014	Teknologi Bangunan 2	Building Technology 2	3
ENAI604015	Media Desain Digital	Digital Design Media	3
ENAI604016	Ergonomi	Ergonomics	3
		Sub Total	20
	Semester 5	5 th Semester	
ENAI605005	Perancangan Arsitektur Interior 3	Architectural Design 3	9
ENAI605017	Teknologi Bangunan 3	Building Technology 3	3
	Pilihan	Elective	3
	Pilihan	Elective	3
		Sub Total	18
ENAI606006	Perancangan Arsitektur Interior 4	Architectural Design 4	9
ENAI606018	Furnitur: Konteks, Respon, Objek	Furniture: Context, Response, Object	3
	Pilihan	Elective	3
	Pilihan	Elective	3
		Sub Total	18
	Semester 7	7 th Semester	
ENAI607007	Perancangan Arsitektur Interior 5	Interior Architectural Design 5	9
	Pilihan	Elective	3
	Pilihan*)	Elective*)	2
		Sub Total	14
	Semester 8	8 th Semester	
ENAI600008	Skripsi/Tugas Akhir	Undergraduate Thesis/Final Project	6
	Pilihan	Elective	3
	Pilihan**)	Elective**)	3
	Pilihan*)	Elective*)	2

		Sub Total	14
		Total	144

MATA KULIAH PILIHAN

Kode	Mata Kuliah	Elective Course	Credit
ENAI600019	Akustik	Acoustic	3
ENAI600020	Anatomi Ruang	Anatomy of Space	3
ENAI600021	Apresiasi Seni	Art Appreciation	3
ENAI600022	Desain Furnitur	Furniture Design	3
ENAR600026	Fotografi	Photography	3
ENAI600023	Gaya Hidup dan Arsitektur Interior	Lifestyle and Interior Architecture	3
ENAR600029	Komunikasi Desain Digital 2D	2D Digital Design Communication	3
ENAR600030	Komunikasi Desain Digital 3D	3D Digital Design Communication	3
ENAI600024	Materialitas dalam Arsitektur Interior	Materiality in Interior Architecture	3
ENAI600025	Objek Spasial	Spatial Object	3
ENAR600037	Psikologi Arsitektur	Architectural Psychology	3
ENAI600026	Ruang Pamer dan Narasi	Exhibition Space and Narrative	3
ENAI600027	Seni dan Arsitektur	Art and Architecture	3
ENAI600028	Tata Cahaya untuk Arsitektur Interior	Lighting Design for Interior Architecture	3
ENAI600029	Kajian Mandiri	Independent Study	3
ENAI600030	Kajian Perancangan**	Design Study**	3
ENAI600031	Kapita Seleкта	Capita Selecta	3
ENAI600032	Kerja Praktek/KKN	Internship	3
ENAI600033	Topik Khusus Arsitektur Interior	Special Topic on Interior Architecture	3

*) Mahasiswa wajib mengambil minimal 2 mata ajar di luar Program Studi S1 Arsitektur Interior sebagai mata ajar pilihan.

***) Kajian Perancangan wajib diambil sebagai mata ajar pilihan bagi mahasiswa yang memilih Tugas Akhir

COURSE DESCRIPTION: COMPULSORY COURSES**ENAR601009****ENAR611009****INTRODUCTION TO ARCHITECTURE****3 CREDIT UNITS****Learning Objective:**

Student should be able to understand basic principles in architecture, including basic theories, the relationship between architecture and human, architecture and nature, architecture and aesthetic, and architecture and technology; able to understand the position of architecture position among other disciplines.

Syllabus:

What is architecture? (Introduction: Architecture as discourse, career in architecture, *arkhe + tekton*; *tekhne*; Laugier primitive hut and the idea of shelter)

Aesthetic (proportion; rhythm; scale; golden rules; aesthetic trinity of classic Greek; Mandala and Maya; Taoism and nature, mathematical pattern in geometry)

Form and Space (Plato and form; type and how Quatrèmere de Quincy mimic nature; form and function; various views on space and the different meaning of *raum* and *spatium*)

Materiality and Materialization (re-investigating *tekhne*; the importance of understanding the characteristic and potential of material, tectonic which does not limit to construction)

Context (understanding of natural environment, artificial environment, and built environment; our existence and place according to Heidegger; material and context)

Human and relationship with others I (the importance of understanding human for designer; understanding of human being; body, senses and space; personal space according to Hall)

Human and relationship with others II (space, the presence and the remoteness of people, the meaning of place for human)

Architects as profession

Prerequisites: -**References:**

1. James O’Gorman, ABC of Architecture, University of Pennsylvania Press, 1998
2. Marcus Vitruvius Pollio, Decem Libri de Architectura, BiblioBazaar, 2008
3. Adrian Forty, Words and Buildings: a Vocabulary of Modern Architecture, Thames and Hudson, 2004
4. Yusuf B. Mangunwijaya, Wastu Citra, Gramedia Pustaka Utama, 1988
5. Martin Heidegger, Building Dwelling Thinking, in Poetry, Language, Thought, HarperPerennial, 1975
6. M. Merleau-Ponty, Phenomenologie de la Perception Chapter II, Routledge & Kegan Paul Ltd, 1962
7. Edward T. Hall, The Hidden Dimension, Doubleday, 1966

ENAI601001**BASIC DESIGN 1****5 CREDIT UNITS****Learning Objective:**

Student should be able to produce 2D and 3D works as creative responses towards contexts by applying basic knowledge of visual art and design; Student should be able to acquire and apply basic 2D and 3D representational techniques.

Syllabus:

Basic knowledge of visual art and design, basic knowledge of aesthetic; basic knowledge of space; visual elements: shape, color, texture, etc; basic principles of composition; introduction to art history and its role in the making of art; basic drawing techniques: expression drawing; shape drawing (natural and manmade objects); basic modeling and assembling techniques; understanding characteristics of media and materials; perceiving visually and communicating what is perceived; display and layout techniques.

Prerequisites: -

References:

1. Louis Fisher Rathus, *Understanding Art*, Prentice Hall, 1994
2. Claire Holt, *Art in Indonesia, Continuity and Changes*, Cornell University, Ithaca and London, 1967
3. Johannes Itten, *The Elements of Color*, John Wiley & Sons, 1970
4. Harvard Anarson, *History of Modern Art: Painting, Sculpture, Architecture & Photography*, Prentice Hall, 1998
5. Kimberly Elam, *Geometry of Design: Studies in Proportion and Composition*, Princeton, 1998
6. Gyorgy Kepes, *Structure in Art and in Science*, George Braziller, 1965
7. Frank D. K. Ching, *Architecture: Form, Space & Order*, John Wiley & Son, 1997
8. John Heskett. *Design: A Very Short Introduction*. Oxford: Oxford University Press, 2002.

ENAI602002 BASIC DESIGN 2 7 CREDIT UNITS

Learning Objective:

Student should be able to produce spatial works as creative responses towards contexts by applying knowledge of visual art and design and employed various 2D and 3D representation techniques; Student should be able to communicate architectural ideas by using appropriate techniques and media.

Syllabus:

Basic knowledge of relationship among space, human and time; Exploration of visual elements, non-visual elements (audio, kinesthetic) and moving elements (kinetics); creating spatial ideas as response to contexts; principles of architectural communication, basic architectural communication techniques: projection drawing, orthographic drawing, perspective drawing; modeling and assembling techniques; model making; understanding characteristics of media and materials; communicating object and space for various purpose and audiences; communicate human activity space.

Prerequisites: Student has taken Basic Design 1 (or Visual Arts in 2012 Curriculum)

References:

1. Francis D.K.Ching, *Drawing & Perceiving: A Visual Dictionary of Architecture*, John Wiley & Sons, 1996
2. Francis D.K.Ching, *Architectural Graphics, 2nd Ed*, John Wiley & Sons, 2002
3. Francis DK Ching, *Drawing: A Creative Process*, Wiley, 1989
4. Paul Laseau and Norman Crewe, *Visual Notes for Architects and Designers*, Wiley, 1986
5. Jeffrey Balmer, Michael T. Swisher, *Diagramming the Big Idea: Methods for Architectural Composition*, Routledge, 2012
6. Mark Basinger, *Drawing Ideas*, Random House, 2013
7. Don Norman, *The Design of Everyday Things*, Basic Books, 2013
8. Atelier Bow Wow, *Graphic Anatomy*, Toto, 2007
9. Joy Monice Malnar, *Sensory Design*, University of Minnesota Press, 2004
10. Peter Zumthor, *Atmospheres: Architectural Elements, Surrounding Objects*, Birkhauser, 2006

ENAR603010 HISTORY AND THEORY OF ARCHITECTURE 1 3 CREDIT UNITS

Learning Objective:

Student should be able to understand the history of modern architecture from 1750s to present.

Syllabus:

This course is a survey of modern architecture history from 1750s to present, with main focus on the development of modern architecture. This course also discusses the relationship between the development of architecture and its socio-cultural, political, and technological contexts. This course also investigates principles in architecture and design. It emphasizes on several important moments in the development of modern architecture, and provide knowledge on the theories that are relevant to modern architecture.

Prerequisites: -

Reference:

1. Kenneth Frampton, *Modern Architecture: A Critical History 3rd Ed*, Thames & Hudson, 1997
2. Leonardo Benevolo, *History of Modern Architecture, Volume I & II*, MIT Press, 1979
3. Iain Borden, *Architecture and the Sites of History, Interpretations of Buildings and Cities*, Butterworth Architecture, 1995
4. William J.R. Curtis, *Modern Architecture since 1900, Third Edition*, Phaidon Press, 2002
5. Diane Ghirardo, *Architecture After Modernism*, Thames & Hudson, 1996
6. Spiro Kostof, *A History of Architecture, Settings & Rituals, 2nd Edition*, Oxford University Press, 1994
7. Bernd Evers & Christof Thoenes (eds.), *Architectural Theory: from the Renaissance to the Present*, Taschen, 2003

ENAR603011

DESIGN METHODS

3 CREDIT UNITS

Learning Objective:

Student should be able to understand the basic thinking and methods of designing built environment; student should be able to explain the basic thinking and apply one of the design methods through writings and drawings.

Syllabus:

Theory and method of thinking; phenomenology, semiotic; theory and method of identifying problems; architectural observation, design knowledge, factual, deontic, instrumental, black box, clear box; theory and method of understanding problems, analysis and synthesis; Theory and methods of problem solving.

Prerequisites: Student has taken Introduction to Architecture

Reference:

1. Christopher Alexander, *Notes on The Synthesis of Form*, Harvard University Press, 1994
2. Don Koberg & Tim Bagnall, *The Universal Traveller: a Soft System Guide to Creativity, Problem Solving, & the Process of Reaching Goals*, Crisp Learning, 1991.
3. Gunawan Tjahjono, *Metode Perancangan: Suatu Pengantar untuk Arsitek dan Perancang*, 1998
4. Jean-Pierre Protzen & David J. Harris, *The Universe of Design: Horst Rittel's Theories of Design and Planning*, Routledge, 2010

ENAI604013

HISTORY AND THEORY OF INTERIOR ARCHITECTURE

3 CREDIT UNITS

Learning Objectives:

Students should be able to have an understanding architecture history and its relation to interior design history and art history, and also theories that are evolved in the development of interior architecture.

Syllabus:

Interior and interiority; relationship between body and space; types in interior architecture; sign and society; design in society; semiotics in design; critical regionalism; locality issue in design, development of interior representation.

Prerequisites: -

References:

1. Shashi Caan Being, *Rethinking Design and Interiors: Human Beings in the Built Environment*, Laurence King Publishing, 2011.
2. Christine McCarthy, *Toward a Definition of Interiority*, in *Space and Culture*, Vol. 8, 2005, pp. 112-125
3. Mark Kingwell, Mark Taylor and Julieanna Preston, *Tables, Chairs, and Other Machines for Thinking*, in *Intimus*,



by Mark Taylor and Julieanna Preston (eds.), Wiley-Academy, 2006, pp. 173-179

4. Gaston Bachelard, *The Dialectics of Outside and Inside*, in *Intimus*, by Mark Taylor and Julieanna Preston (eds.), Wiley-Academy, 2006, pp. 22-25
5. Ed Hollis, *The Secret Lives of Buildings: From the Ruins of the Parthenon to the Vegas Strip in Thirteen Stories*, Picador, 2010
6. Michel Foucault, *Discipline and Punish: The Birth of The Prison (Chapter on Disciplining the Docile Bodies) 2nd ed*, Vintage Books, 1995
7. Neil Leach (ed), *Rethinking Architecture: A Reader in Cultural Theory (Articles by Umberto Eco and Roland Barthes)*, Routledge, 1997
8. Jean Baudrillard, *System of Objects*, Verso Books, 2006
9. Evans, Robin "The Developed Surface: An Enquiry into the Brief Life of an Eighteenth Century Drawing Technique", in *Translations from Drawing to Building and Other Essays*, London: Architectural Association, 1997):195-231.

ENAI604016 ERGONOMICS 3 CREDIT UNITS

Learning Objectives:

Students should be able to understand and apply the basic concept of ergonomics and human factors and anthropometry in interior design as well universal design.

Syllabus:

Basic principles of ergonomics and human factors; basic principles of anthropometry; application of ergonomics and human factors in the design of built environment; basic principles of universal design.]

Prerequisites: -

References:

1. Mark S Sanders and Ernest J. McCormick. *Human Factors in Engineering and Design*, McGraw Hill, Singapore, 1992
2. Galen Cranz, *The Chair: Rethinking Culture, Body and Design*, W & W Norton Company, 2000
3. R. S. Bridger, *Introduction to Ergonomics*, Routledge-Taylor & Francis, London, 2003
4. Pheasant, Stephan. *Bodyspace: Anthropometry, Ergonomics and the Design of Work*. Taylor & Francis, London, 2003
5. H. E. Kroemer, Ann D. Kroemer, *Office Ergonomics*, Taylor & Francis, London, 2001
6. Edward Steinfeld, Jordana L. Maisel, *Universal Design*, Wiley, New Jersey, 2012

ENAR604015 DIGITAL DESIGN MEDIA 3 CREDIT UNITS

Learning Objective:

Student should be able to express, explore, investigate and communicate architectural ideas by using digital media.

Syllabus:

Introduction to techniques and variety of digital media which can be applied to represent architectural ideas, investigate the basic abilities of various digital tools, choosing the appropriate digital tools and techniques to express, explore or investigate certain architectural ideas, studying the workflow of digital and analog media as a part of the architectural design process.

Prerequisites: Student has taken Basic Design 2 (or Architectural Communication Technique or Interior Architectural Communication Technique in 2012 Curriculum)

References:

1. L Farrelly, *Basic Architecture: Representation Techniques*. London, Thames & Hudson, 2008
2. B Kolarevic, (Ed), *Architecture in the Digital Age: Design and Manufacturing*, Spon Press, 2003
3. P Laseau, *Architectural Representation Handbook: Traditional and Digital Techniques for Graphic Communica-*

tion, McGraw-Hill Companies, 2000

INTERIOR ARCHITECTURAL DESIGN

Interior architectural design courses are the studio courses at the Department of Architecture. The studios denote learning locations as well as learning methods. At the end of studio-based learning process, students should be able to demonstrate their ability to think critically and creatively, which can be assessed from their ability to explain and present his/her design ideas. Interior Architectural Design learning process is implemented through Design Projects, which are direct manifestations of integration of knowledge, consisting of:

- Factual knowledge: understanding and formulating design problems which are abstract, qualitative, and related to socio-cultural aspects of human/space activities
- The context and the environment of interior living space, ranging from micro/local/personal space, family, community, to urban/rural environment
- Technical aspects such as structure, tectonics (including building materials), building physics, building systems, and building utilities that are relevant to the interior design.
- Design methods
- Communication techniques

In practice, Design Projects accommodate learning materials from several courses: Interior Architectural Design, Building Technology, and Furniture: Context, Response and Object, within the following order:

- Design Project 1 integrates Interior Architectural Design 1 and Building Technology 1
- Design Project 2 integrates Interior Architectural Design 2 and Building Technology 2
- Design Project 3 integrates Interior Architectural Design 3 and Building Technology 3
- Design Project 4 integrates Interior Architectural Design 4 and Furniture: Context, Response, Object

Gradual acquisition of knowledge and ability is structured within each stage of learning in Architectural Design in each semester.

DESIGN PROJECT 1

Design Project 1 focuses on the design of space for human self. Design Project 1 is an integration of knowledge on spatial design, based on the understanding of the relationship between human and space, basic structural logic, and basic principles of environmental comfort within spatial design. Design Project 1 consist of learning activities performed in two courses which complement each other, Interior Architectural Design 1 and Building Technology 1.

ENAI603003

INTERIOR ARCHITECTURAL DESIGN 1

7 CREDIT UNITS

Learning Objectives:

Student should be able to design a space for a single person, through understanding the relationship between human and space.

Syllabus:

Interior Architectural Design 1 is an early and critical stage to introduce students to architecture through imaginative, creative, and innovative spatial design. Architectural knowledge encompasses basic comprehension about the personal spatial meaning and experience, interaction between human body and spatial quality, understanding of site and surrounding context as experienced by human body. Design activities consists of information gathering, formulation of design problem, analysis, and making critical decisions to formulate an active strategy toward human space, ability to think three-dimensionally through spatial design exploration, and communicating design ideas.

Design exercises consist of: Designing a simple space for a single person that is materialized through 1:1 scaled model; Designing a space for an episode of human life.

Prerequisites:

Students have taken Basic Design 2 (or Architectural Communication Technique or Interior Architectural Communication Technique in 2012 Curriculum)

Students have taken or are taking Building Technology 1

References:

1. Bruno Zevi, *Architecture as Space: How to Look at Architecture*, 1993.
2. Donlyn Lyndon and Charles W. Moore, *Chambers For A Memory Palace*, MIT Press, 1994
3. Edward T. Hall, *The Hidden Dimension*, Peter Smith Publications, 1992
4. Francis DK Ching, *Architecture: Form, Space and Order*, Wiley, 1996.
5. Karen Franck & Bianca Lepori, *Architecture Inside Out*, Academy Press, 2000.
6. Michael Pollan, *A Place of My Own*. Penguin Press, 2008.
7. Steen Eiler Rasmussen, *Experiencing Architecture*, MIT Press, 1959.
8. Yi-Fu Tuan, *Space and Place: The Perspective of Experience*, University of Minnesota Press, 1981

ENAI603012

BUILDING TECHNOLOGY 1

3 CREDIT UNITS

Learning Objectives:

Students should be able to understand basic technical aspects of structure, material, construction, and building comfort; should be able to formulate technical design process and integration of structure and construction technologies into a functionally effective whole; should be able to produce a report of analysis and synthesis of all aspects of building technology.

Syllabus:

Structure in nature; Basic principle of structure and construction (logic of structure, basic mechanics); Site context (natural elements that influence building); Building material (material use and position in building, material property values that influence comfort); Basic building physics (building orientation, environmental influence to comfort); Introduction to basic structure and construction principles of simple building; Introduction to working drawing.

Prerequisites: -

References:

1. Mario Salvadori, *Why Building Stands Up*, W.W. Norton & Company, 2002
2. W. O. Kilmer, *Construction Drawings and Details for Interiors: Basic Skills*, John Wiley and Sons, 2003
3. Bjorn N Sandaker, Arne P Eggen, and Mark R Cruvellier, *The Structural Basis of Architecture: Second Edition*, Routledge, 2011
4. Forest Wilson, *Structure: The Essence of Architecture*, Van Nostrand Reinhold Company, 1971
5. Mark Dekay and G. Z. Sun Brown, *Wind & Light: Architectural Design Strategies: 3rd Edition*, John Wiley & Sons, 2014
6. Francis DK Ching, *Building Construction Illustrated*, Wiley, 2014
7. Edward Allen and Joseph Iano, *The Architect Studio Companion: Rules of Thumb for Preliminary Design*, Wiley and Sons, 2002
8. Ken Parsons, *Human Thermal Environments: The effects of Hot, Moderate, and Cold Environments on Human Health, Comfort, and Performance*, CRC, 2014
9. Pete Silver and Will McLean, *Introduction to Architectural Technology*. Laurence King, 2013

DESIGN PROJECT 2

Design Project 2 is about designing space for core social unit (family, a couple, etc). Design Project 2 integrates knowledge on spatial design based on the idea dwelling, the analysis of family life cycle and daily activities, application of basic structural principles and constructions of low rise building, building systems, and principle of building physics. Design Project 2 integrates the learning activities performed in two courses that complement each other, Interior Architectural Design 2 and Building Technology 2.

**ENAI604004
INTERIOR ARCHITECTURAL DESIGN 2
8 CREDIT UNITS**

Learning Objectives:

Students should be able to design a dwelling as a living space for core social unit through tectonic approach and by thorough consideration of the life cycle and daily activities of the core social unit.

Syllabus:

Interior Architectural Design 2 proposes critical issues of human living space in urban community context, through the design of a dwelling. Design knowledge herewith includes the understanding concept of dwelling, observation and analysis of core social unit, formulating spatial program based on understanding of the needs of core social unit, development of spatial idea through tectonic exploration as *the art of joining* and exploration of spatial composition as an integration of *part-whole* that appropriately accommodate the programs, which are implemented into an integrated spatial design and communicated by complying with standard principles of architectural communication.

Prerequisites:

Students have taken Interior Architectural Design 1
Students have taken or are taking Building Technology 2

References:

1. Martin Heidegger, *Building Dwelling Thinking, in Poetry, Language, Thought*, HarperPerennial, 1975
2. Adam Sharr with Simon Unwin, *Heidegger's Hut, in ARQ (Architectural Research Quarterly) Vol.5 No.1*, 2001
3. J Macgregor Wise, *Home: Territory and Identity pp. 391-396, in INTIMUS Interior Design Theory Reader*, 2006
4. Norberg Schulz, *The Concept of Dwelling - Introduction*, Rizzoli International Publications, 1985
5. Hannah Arendt, *The Human Condition - Chapter I & II*, University of Chicago Press, 1958
6. A. Rapoport, *House Form and Culture - Chapter II Alternative Theories of House Form & Chapter III Socio-cultural Factors and House Form, pp. 18-82*, Prentice Hall Inc, 1969
7. Kenneth Frampton, *Studies in Tectonic Culture: The Poetics of Construction - Chapter I Introduction: Reflections on the Scope of the Tectonic*, MIT Press, 2001
8. Charles Moore, Gerrard Allen, Donlyn Lyndon, *Assembling A Room, in The Place of Houses*, University of California Press, 2000
9. Francis D. K. Ching, *Architecture: Form, Space and Order*, Wiley, 2014
10. Erik H. Erikson, *Life Cycle Completed - Chapter 3 Major Stages in Psychosocial Development*, W. W. Norton & Company, 1998
11. Jonathan Hill, *Immaterial Architecture - House and Home*, Routledge, 2006
12. Peter Zumthor, *Atmospheres: Architectural Environments, Surrounding Objects*, Birkhäuser Architecture, 2006

**ENAI604014
BUILDING TECHNOLOGY 2
3 CREDIT UNITS**

Learning Objectives:

Students should be able to understand technical aspects of structure, material, construction, and building comfort for low rise building; should be able to formulate technical design process and integration of structure, construction technologies and building systems into a functionally effective whole; should be able to produce a report of analysis and synthesis of all aspects of building technology.

Syllabus:

Identification of all aspects of building technology in a simple low rise building that include: structural logic, buildability, and comfort; Introduction to in-depth knowledge on the materiality of material, construction techniques and details; Dimension and configuration of materials and their relation to structure and construction of simple building; Elements of air conditioning and lighting in a building; Introduction to basic knowledge of building utility; Creating technical documentations (working drawing).

Prerequisites: -

Students have taken Building Technology 1

Students have taken or are taking Interior Architectural Design 2

References:

1. Francis DK Ching, *Building Construction Illustrated*, Wiley, 2014
2. Arthurs Lyons, *Materials for Architect & Builders*, Butterworth-Heinemann, 2008
3. Graham Bizley, *Architecture in Details*, Architectural Press, 2008
4. Andrea Deplazes, *Constructing Architecture: Materials Processes Structures, A Handbook*, Birkhauser, 2008
5. Gail Peter Borden, *Material The Typology of Modern Tectonics*, Wiley, 2010
6. Thomas Schropfer, *Material Design*, Birkhauser Architecture, 2010
7. Norbert Lechner, *Heating, Cooling, Lighting: The Sustainable Design Methods for Architect*, Wiley, 2013
8. Charlie Wing, *How Your House Works: a Visual Guide to Understanding and Maintaining Your Home, Updated and Expanded*, RSMMeans, 2012
9. Corky Binggeli, *Corky Building Systems for Interior Designers*, John Wiley & Sons, 2003

DESIGN PROJECT 3

Design Project 3 focuses on buildability and performances of interior space. Design Project 3 is an integration of design knowledge through the understanding of existing technological context, exploration of technological aspects, application of structural principles, construction and materials and building support system into interior design process. Design Project 3 integrates the learning activities in two courses that support one another, Interior Architectural Design 3 and Building Technology 3.

ENAI605005

INTERIOR ARCHITECTURAL DESIGN 3

9 SKS

Learning Objectives:

Students should be able to design public interior space through exploration on development of technology ideas in interior architecture.

Syllabus:

Interior Architecture Design 3 proposes critical issues on the aspect of buildability and interior space performance. Design knowledge consists of design as a response to technological aspects of existing interior space condition; program development based on analysis of existing technological context; development of advanced tectonic ideas, including material development, detail, and construction; development of interior architecture ideas based on its performance and building system.

Design assignment consists of: interior space design based on exploration of technological aspects, such as materials, assembly techniques, portable/ flexible furniture, etc.; Interior space design as a response to the existing building context in medium to large scale.

Prerequisite:

Students have taken Interior Architectural Design 2

Students is taking Building Technology 3

References:

1. Mark Taylor, Julieanna Preston (eds), *Intimus: Interior Design Theory Reader*, Academy Press, 2006
2. Mark Kingwell. "Tables, Chairs and Other Machines for Thinking," in *Intimus*, Queen's Quarterly, 2005
3. Peter Opsvik, *Rethinking Sitting*, W. W. Norton & Company, 2009
4. Eva Maria Herrmann, Marcus Kaiser, Tobias Katz, *Furnishing, Zoning: Spaces, Materials, Fit Out*, Birkhauser, 2014
5. Sylvia Leydecker, *Designing Interior Architecture: Concept, Typology, Material, Construction*,
6. Corky Binggeli, *Building Systems for Interior Designers*, Wiley, 2009
7. Lisa Godsey, *Interior Design Materials and Specification*, Fairchild Books, 2012
8. Sally Augustin, *Place Advantage: Applied Psychology for Interior Architecture*, John Wiley & Sons, 2009

**ENAI605017
TEKNOLOGI BANGUNAN 3
3 SKS**

Learning Objectives:

Students should be able to understand advanced technical aspects of structure, material, construction, and building comfort that are relevant to interior architecture design approach in order to respond the architectural existing condition; should be able to formulate technical design process and integration of technological aspects of interior space that consist of structural system, construction technology, materials and utility system into a functionally effective whole; should be able to create technical documentation and create analysis/synthesis report from all aspects of building technology; should be able to understand energy conservation issues and ecological sustainability in interior context.

Syllabus:

Building technology aspects that are relevant to the design approach through fitting out, remodeling, renovating, retrofitting, extension. Understanding and responding to existing structure condition. Understanding the utility of existing condition and modifying it on basis of design necessities. Knowledge of materials in terms of detail and construction, relationship between material and acoustics, lighting and maintenance, as well material innovation and development of advance material. Communication of technological aspects, such as, furniture, fixture and other interior entirety.

Prerequisites:

Students have taken Building Technology 2
Students have taken or are taking Interior Architectural Design 3

References:

1. Gary Gordon, *Interior Lighting*, Wiley, 2003
2. Corky Binggeli, *Building Systems for Interior Designers*, Wiley, 2009
3. Lisa Godsey, *Interior Design Materials and Specification*, Fairchild Books, 2012
4. John E. Flynn, Arthur W. Segil, *Architectural Interior System: Lighting, Accoustics, Air Conditioning*, Van Nostrand Reinhold, 1992
5. A. Deplazes, *Constructing Architecture: Materials, Process, Structures*, A. Basel: Birkhauser, 2005
6. Atelier Bow Wow, *Graphic Anatomy Atelier Bow-Wow*, Toto, 2007
7. Christian Schittich, *In Detail: Interior Spaces: Space, Light, Material*, Birkhauser, 2002
8. Blaine Brownell, *Transmaterial: A Catalog of Materials That Redefine our Physical Environment (1, 2, & 3)*, Princeton Architectural Press, 2005, 2008, & 2010

DESIGN PROJECT 4

Design Project 4 focuses on the design of public space. It integrates architectural typology-based design method, issue-based design and basic knowledge of urban interior. Design Project 4 integrates the learning activities performed in two courses that support each other, Interior Architectural Design 4 and Furniture: Context, Response, Object.

**ENAI606006
INTERIOR ARCHITECTURAL DESIGN 4
9 CREDIT UNITS**

Learning objectives:

Students develop their ability in designing interiors of public space through architectural typology-based design approach and issue-based design approach, by considering urban interior knowledge as well creatively exploring ideas on form and space quality.

Syllabus:

Interior Architectural Design 4 proposes the critical issues of human interior living space with socio-cultural complexities as found in urban/suburban interior context, through two approaches: a) top-down approach through the exploration of design ideas based on typology, and b) bottom-up approach through exploration of issue-based design ideas.

Urban interior knowledge consists of comprehension on interior concepts of urban scale. Design knowledge includes the understanding of the concept of *public*, analysis of functional interior types, spatial programming, the concept of institution and how it is elaborated into interior spatial design, the formulation of initial statement based on issues, development of architectural programs and how they are elaborated into interior spatial design. Knowledge of site and environment includes the contextual explanation of the design through the understanding toward site physical condition, socio-cultural context or urban-scaled interior space, and consideration of sustainability.

Design assignments consist of: Designing interior space within social environment context with a close kinship; Designing interior space in more complex urban environmental context.

Prerequisite:

Students have taken Interior Architectural Design 3

Students have taken or are taking Building Technology 3 course

References:

1. Adrian Forty, *Words and Buildings: A Vocabulary of Modern Architecture*, Chapter 'Space', hal. 256-275, Thames & Hudson, 2000
2. Yi-Fu Tuan, *Space and Place: The Perspective of Experience*, University of Minnesota Press, 1981
3. Henri Lefebvre, *The Production of Space*, Blackwell, 1991
4. Jeremy Till, *Architecture Depends*, MIT Press, 2009
5. Karen Franck & Bianca Lepori, *Architecture Inside Out*, Academy Press, 2000
6. Giulio Carlo Argan, *On the Typology of Architecture*, in Nesbitt, *Theorizing a New Agenda for Architecture* hal. 240-246, Princeton Architectural Press, 1996
7. Jonathan D. Sime, *Creating Places or Designing Spaces*, Journal of Environmental Psychology, Vol 6, hal. 49-63, 1986
8. Andrew Ballantyne, *What is Architecture?*, Routledge, 2002
9. Aaron Betsky & Erik Adigard, *Architecture Must Burn: Manifestos for the Future of Architecture*, Gingko Press, 2001
10. Robert Venturi & Denise Brown, *Learning from Las Vegas*, MIT Press, 1977
11. Bernard Tschumi, *Architecture and Limits I-III*, in Nesbitt, *Theorizing a New Agenda for Architecture* hal. 150-167, Princeton Architectural Press, 1996
12. Suzie Attiwill & Rochus Urban Hinkel, *Urban Interior: Informal Explorations, Interventions and Occupations*, Spurbuchverlag, 2011
13. Christine McCarthy, "Before the Rain: Humid Architecture," *Space and Culture*, 6, 337, 2003
14. Graeme Brooker, *Key Interiors since 1900*, Laurence King, 2013

ENAI606018

FURNITURE: CONTEXT, RESPONSE, OBJECT

3 CREDIT UNITS

Learning Objectives:

Students should be able to understand the concepts, functions, and construction of furniture; able to understand theories and methods to develop furniture concept and design.

Syllabus:

This course encourages student to learn about furniture and its existence in a space. Furniture is observed as a tool to connect space that is located between human bodies, as in a building or on a broader scope. Furniture is observed as functional objects that occupy the space. Students are expected to learn and criticize a priori knowledge on furniture, so that they can consider a new perspective in designing furniture.

Prerequisites:

Students have taken or are taking Interior Architecture Design 4

References:

1. Galen Cranz, *The Chair, Rethinking Culture, Body and Design*, W. W. Norton & Company, 2000
2. Christopher Natale, *Furniture Design and Construction for the Interior Designer*, Fairchild Pub, 2009
3. Jim Postell, *Furniture Design*, Wiley, 2007.
4. M. F. Ashby, Kara Johnson, *Materials and Design: The Art and Science of Material Selection in Product Design*,

Elsevier, 2002

ENAI607007
INTERIOR ARCHITECTURAL DESIGN 5
9 CREDIT UNITS

Learning Objective:

Students should be able to design interior architecture based on particular design method; should be able to produce design ideas that demonstrate buildability and compliance to general building and interior codes; should be able to demonstrate the application of knowledge on the principles of building technology that are relevant to interior architectural design.

Syllabus:

Designing with *fitting out, remodelling, renovating, retrofitting*, atau *extension* approach within design units. Design units offered may include but not limited to: typology-based design (commercial, educational, hospitality); designing based on adaptive reuse; evidence-based design; designing with technological, computational, or parametric approach. Knowledge and implementation of building and interior codes that include safety, security, health, comfort, and accessibility. Design communication that comply with standard drawing convention. Awareness and understanding of role of various disciplines of design, construction, mechanical and electrical in interior architectural design process.

Prerequisites: Students have taken Interior Architectural Design 4

References:

1. Stewart Brand, *How Buildings Learn: What Happens After They're Built*, Penguin Books, 1995
2. Sally Stone and Graeme Brooker, *Re-Readings: Interior Architecture and the Design Principles of Remodelling Existing Buildings*, RIBA Publishing, 2014
3. Adrian Forty, *Words and Buildings: a Vocabulary of Modern Architecture*, Thames and Hudson, 2004
4. Fred Scott, *On Altering Architecture*, Routledge, 2008
5. Charles Bloszies, *Old Buildings New Designs: Architectural Transformations*, Princeton Architectural Press, 2011
6. Julianna Preston, *Interior Atmosphere*, Architectural Design series, May/June 2008
7. Peter Zumthor, *Atmospheres: Architectural Environments, Surrounding Objects*, Birkhäuser Architecture, 2006
8. Edward Dimendberg, *Diller Scofidio + Renfro: Architecture After Images*, University Of Chicago Press, 2013
9. Atelier Bow Wow, *Graphic Anatomy Atelier Bow-Wow*, Toto, 2007
10. Christopher Gorse and David Highfield, *Refurbishment and Upgrading of Buildings*, Spon Press, 2009
11. Corky Binggeli, *Building Systems for Interior Designers*, John Wiley & Sons, 2009

ENAI600008
UNDERGRADUATE THESIS
6 CREDIT UNITS

Learning Objectives:

Student should be able to identify, study and communicate issues within specific area of study related to architecture; able to develop basic skills in scientific reading, researching and writing; able to develop understanding of research as an activity that requires systematic and logical thinking; able to develop critical understanding of various architectural issues.

Syllabus:

The thesis begins with an inquiry into what the student wishes to study in depth. It involves the understanding of issues and explanation of the understanding with limited depth level. At this level, the student is neither required to solve a problem nor create or invent something new that would contribute to the discipline architecture. Simple investigation is performed through literature search and/or case studies. Originality. Modes of writing: descriptive, narrative, explanatory or argumentative.

Prerequisites: -

Students have earned 114 credit units and have taken Interior Architectural Design 4

References:

1. John Zeisel, *Inquiry by Design*, W. W. Norton & Company, 2006
2. David Evans & Paul Gruba, *How To Write A Better Thesis Dissertation*, Springer, 2014
3. F. Crews. *The Random House Handbook*, ed, pgs 10-114, McGraw-Hill Higher Education, 1992
4. I. Border and K. Ruedi, *The Dissertation: an Architecture Student's Handbook*, Oxford University Press, 2000.
5. T. Y. Hardjoko, *Panduan Meneliti dan Menulis Ilmiah*, Departemen Arsitektur Universitas Indonesia, 2005

ENAI600008**FINAL PROJECT****6 CREDIT UNITS****Learning objectives:**

Student should be able to identify, study and communicate issues within specific area of study related to architecture; able to develop basic skill in analyzing and synthesizing theory and demonstrate it through design; able to develop understanding of research as an activity that requires systematic and logical thinking; able to develop critical understanding of various architectural issues.

Syllabus:

The thesis begins with an inquiry into what the student wishes to study in depth. It involves the understanding of issues and explanation of the understanding with limited depth level, which is demonstrated through architectural design.

Prerequisites:

Students have earned 114 credit units and have taken Interior Architectural Design 5

References:

1. John Zeisel, *Inquiry by Design*, W. W. Norton & Company, 2006
2. I. Border and K. Ruedi, *The Dissertation: an Architecture Student's Handbook*, Oxford University Press, 2000.
3. John Zeisel, *Inquiry by Design*, W. W. Norton & Company, 2006
4. Iain Border and Katarina Ruedi, *The Dissertation: an Architecture Student's Handbook*, Oxford University Press, 2000.
5. Murray Fraser, *Design Research in Architecture*, Ashgate Publishing, 2013

COURSE DESCRIPTION: ELECTIVE COURSES**ENAI600019****ACOUSTICS****3 CREDIT UNITS****Learning Objectives:**

Student should be able to understand basic principles of acoustic in space and environment; able to conduct analysis in order to create good acoustic design.

Syllabus:

Basic acoustics, characteristics of sounds, acoustic criteria in space, sound intensification and sound isolation, environmental noise.

Prerequisites: -**References:**

1. Leslie L. Doelle & Lea Prasetyo, *Akustik Lingkungan*, Erlangga, 1993



2. PH Parkin & HR Humpreys, *Acoustics Noise and Buildings*, Faber and Faber Ltd, 1984
3. Finarya Legoh & Siti Hajarinto, *Buku Ajar Akustik*, 2002

ENAI600020
ANATOMY OF SPACE
3 CREDIT UNITS

Learning Objectives:

Students should be able to master the principles in disassembling the elements and system of a space in terms of user's needs.

Syllabus:

Dissection method in anatomy as an approach to analyze space, understanding the parts, the characteristics, the relationship among one another and how together they create a working system of space; Anatomy of domestic space: domestic service space, space saving strategy, flow, and flexibility; Anatomy of public space: hierarchy and public space organization, back and front separation, grid; Anatomy of space for special needs: the concept of enabling environment, architecture for users with limited vision, hearing difficulty, limited mobility, architecture for children with special needs (such as ADHD, autism, mental retardation).

Prerequisites: -

References:

1. Jean Baudrillard, *Structures of Interior Design in The Domestic Space Reader*, University of Toronto Press, 2012
2. Karel Teige, *The Minimum Dwelling*, MIT Press, 2002
3. Jeremy Till & Tatjana Schneider, *Flexible Housing*, Routledge, 2007
4. Erving Goffman, *Front and Back Region in Everyday Life in Everyday Life Reader* by Ben Highmore, Routledge, 2001
5. Jos Boys, *Doing Disability Differently: An alternative handbook on architecture, dis/ability and designing for everyday life*, Routledge, 2014

ENAI600021
ART APPRECIATION
3 CREDIT UNITS

Learning Objectives:

Students should be able to understand art and art appreciation and to apply this practice through delivering experience (sense and aesthetic) and understanding (concept and theory) of art works; on basis of formal-technic criteria; should be able to demonstrate a comprehension on theories through interpretive view of visual and spatial art works that are relevant to interior architecture; understand context of art gallery and curatorial process.

Syllabus:

Art and art appreciation. Critic and art appreciation. Aesthetic principles. Art history timeline. Visual elements in visual artwork. Spatial art, multisensory art, public art. Introduction to art and national gallery. The role in art. Curating

Prerequisites: -

References:

1. E H Gombrich, *The Story Of Art*, Paidon Press, 1995
2. Immanuel Kant, *The Critique Of Judgement*, Oxford University Press, 2009
3. Maurice Merleau-Ponty, *Phenomenology Of Perception*, Routledge, 2002
4. Thierry de Duve, *Kant After Duchamp*, MIT Press, 1996
5. L H Hanks, J Hale & S Macleod, *Making: Narratives, Architectures, Exhibitions, (Museum Meaning)*, Routledge, 2012
6. Joshua C Taylor, *Learning To Look*, University of Chicago Press, 1957

ENAI600022
FURNITURE DESIGN
3 CREDIT UNITS

Learning Objectives:

Students should be able to understand the basic principles of designing furniture as disposable items that serve as forming element of spatial quality, in relation to architectural design, space and interiority.

Syllabus:

Furniture as disposable objects with certain prerequisites based on the intention behind the design. Interiority and spatial quality as inseparable aspects of furniture design. After such comprehension is established, the learning process will include: basic furniture construction and furniture construction that shapes the space quality.

Prerequisites: -

References:

1. Joyce Ernest, *The Technique of Furniture Making*, B.T. Batsford Limited, 1970
2. *Sunset Series for Furniture Making, Cabinet and Book Shelves Making, Bedroom Storage; Kitchen Storage.*
3. Ernest Scott, *The Mitchell Beazley Illustrated Encyclopaedia of Working in Wood: Tools - Methods - Materials - Classic*, Mitchell Beazley, 1992

ENAR600026
PHOTOGRAPHY
3 CREDIT UNITS

Learning Objectives:

Students are able to produce photography works with artistic elements and architectural photography communication through photographic process and photo-essays.

Syllabus:

Understanding visual communication principles through two-dimensional medium, lighting, principles of zone system, principles of visual graphics, exposure management, and photo image perfection.

Prerequisites: -

References:

1. Michael Freeman, *The Photographer's Eyes*, Focal Press, 2007
2. Michael Freeman, *Perfect Exposure*, Focal Press, 2009
3. Michael Freeman, *The Photographer's Story*, Focal Press, 2012
4. Graham Clarke, *The Photograph*, Oxford University Press, 1997
5. Marita Sturken & Lisa Carthwright, *Practice of Looking*". Oxford University Press, 2nd edition, 2009
6. Soeprapto Soedjono, *Pot-Poutrri Fotografi*, Universitas Trisakti, 2007

ENAI600023
LIFESTYLE AND INTERIOR ARCHITECTURE
3 CREDIT UNITS

Learning Objectives:

Students should be able to understand the role of lifestyle in interior and its application.

Syllabus:

Lifestyle principles in society and in interior design. The development of style from the beginning of modern period until now and its role in interior design. Appropriate style in society and its effect in interior design.

Prerequisites: -

References:

1. Idi Subandy Ibrahim, *Lifestyle Ecstasy: Kebudayaan Pop dalam Masyarakat Komoditas Indonesia*, Jalasutra, 2004
2. Jean Baudrillard, *The Consumer Society: Myths and Structures 1st Ed*, Sage Publications Ltd, 1998
3. Dominic Strinati, *An Introduction to Theories of Popular Culture 2nd Ed*, Routledge, 2004
4. Agus Sachari & Yan Yan Sunarya, *Modernisme: Sebuah Tinjauan Historis Desain Modern*, Balai Pustaka, 1999
5. David Chaney, *Life Style: Key Ideas*, Routledge, 1996.
6. Francois Baudot, *Styles: Compendium of Interiors*, Assouline, 2005

ENAR600029

2D DIGITAL DESIGN COMMUNICATION

3 CREDIT UNITS

Learning Objectives:

Student should be able to use 2D digital drawing media in architectural design process; should be able to choose and use various way and technique in drawing for particular purpose.

Syllabus:

Drawings in CAD and NURBS, pixel base drawing, vector base drawing, architectural representation and diagram.

Prerequisites:

Student have taken Basic Design 2 (or Architectural Communication Techniques or Interior Architectural Communication Techniques in 2012 Curriculum)

References:

1. Hamad M.M, *Autocad 2010 Essentials*, Jones and Bartlett, 2010
2. Robert McNeel & Associates, *Rhinoceros: NURBS Modelling for Windows*, USA, 1998
3. H Sondermann, *Photoshop in Architectural Graphics*, SpringerWienNewYork, 2009

ENAR600029

3D DIGITAL DESIGN COMMUNICATION

3 CREDIT UNITS

Learning Objectives:

Student should be able to use 2D digital modelling tool in architectural design process; should be able to choose and use various way and technique in digital modelling; should be able to create appropriate graphical representation for the model.

Syllabus:

Polygon and NURBS-based digital model, inter-platform exchange, from 2D representation to 3D model, rendering techniques.

Prerequisites:

Student have taken Basic Design 2 (or Architectural Communication Techniques or Interior Architectural Communication Techniques in 2012 Curriculum)

References:

1. Hamad M.M, *Autocad 2010 Essentials*, Jones and Bartlett, 2010
2. Robert McNeel & Associates, *Rhinoceros: NURBS Modelling for Windows*, USA, 1998
3. H Sondermann, *Photoshop in Architectural Graphics*, SpringerWienNewYork, 2009
4. Brightman, M. 2013. *The Sketchup Workflow for Architecture*. Wiley.

ENAI600024

MATERIALITY IN INTERIOR ARCHITECTURE

3 CREDIT UNITS

Learning Objectives:

Students should be able to understand material as an essential part of thinking dan design process.

Syllabus:

Conceptual understanding of material through the idea of materiality; Relationship between material and human body, space and senses; Tectonic and detail of material; Material innovation in interior architecture.

Prerequisites: -

References:

1. Kenneth Frampton, *Studies in Tectonic Culture: The Poetics of Construction in Nineteenth and Twentieth Century Architecture*, The MIT press, 1995
2. K Lloyd Thomas (ed), *Material Matters: Architecture and Material Practice*, Routledge, 2007
3. Martin Bechtold, *Innovative Surface Structures: Technologies and Applications*, Taylor & Francis, 2008
4. Blaine Brownell, *Transmaterial: A Catalog of Materials That Redefine our Physical Environment (1, 2, & 3)*, Princeton Architectural Press, 2005, 2008, & 2010
5. Blaine Brownell, *Material Strategies: Innovative Applications in Architecture*, Princeton Architectural Press, 2012
6. Michael Bell and Jeannie Kim, ed, *Engineered transparency: the technical, visual, and spatial effects of glass*, Princeton Architectural Press, 2009
7. Andrea Bruno, et al, *Featuring Steel: Resources Architecture Reflections*, Arcelor Mittal, 2009
8. Sigfried Giedion, *Mechanization Takes Command: A Contribution to Anonymous History*, W.W. Norton, 1948
9. *Innovation in Glass*, Corning: Corning Glass Museum, 1999
10. Sheila Kennedy, *KVA: Material Misuse*, Architectural Association, 2001
11. Klaus-Michael Koch with Karl J. Habermann, *Membrane Structures: Innovative Building with Film and Fabric*, Prestel, 2004
12. Christian Schittich, et al, *Glass Construction Manual*, Birkhauser, 2007
13. Thomas Schropfer, *Material Design: Informing Architecture by Materiality*, Birkhauser, 2011
14. Toshiko Mori, *Immaterial Ultramaterial*, George Brazillier, 2002

ENAI600025

SPATIAL OBJECTS

3 CREDIT UNITS

Learning Objectives:

Students should be able to understand and identify spatial objects with potential in creating the quality of interior space; develop spatial object design ideas within interior architecture context and realize it into prototype.

Syllabus:

Understanding of spatial object and its role in producing spatial quality; creative methods to develop spatial object design; materials, tools, techniques and technology in the making of spatial objects; developing the design of spatial objects; realization of design into prototype.

Prerequisites: -

References:

1. Michalko, Michael. *Thinkertoys*. Berkeley, Calif.: Ten Speed Press, 2006
2. Moore, Rowan. *Why We Build*.
3. Gorman, Carma. *The Industrial Design Reader*. New York: Allworth Press, 2003
4. Meikle, Jeffrey L. *Design In The USA*. Oxford: Oxford University Press, 2005
5. Yelavich, Susan, and Elio Caccavale. *Design As Future-Making*.
6. Rodgers, Paul, and Alex Milton. *Product Design*. London: Laurence King, 2011

7. Aspelund, Karl. *The Design Process*. Fairchild Books.
8. Norman, Donald A. *The Psychology of Everyday Things*. New York: Basic Books, 1988
9. Karl. T. Ulrich & Steven D. Epingger. *Product Design Development*. 3rd Edition. Mc Graw-Hill. 2004
10. Dieter. *Design Engineering*, 3rd edition, Mc.Graw Hill, 2000
11. James G. Bralla. *Design For Excellence*. McGrawHill, 1996
12. Milton D. Rosenav, Jr. et. al. *The PDMA Handbook of New Product Development*, John Willey & Sons, 1996
13. Hamid Noor & Russel Radford. *Production & Operation Management*, McGrawHill, 1995

ENAR600037**ARCHITECTURAL PSYCHOLOGY****3 CREDIT UNITS****Learning Objectives:**

Student should be able to use basic conceptual knowledge of psychological process to identify and analysis human need in using built environment and outdoor space.

Syllabus:

Relationship between architecture and human behavior, motivation, needs, and value as basis of human actions, Gestalt perception, Ecological perception (Gibson), Affordances and its implementation in architecture, definition of cognition and its implementation in architecture, personal space, privacy, territoriality, crowding, post occupancy evaluation (POE).

Prerequisites: -**References:**

1. Bell, Fischer, Greene, *Environmental Psychology*, Harcourt Publisher, 1996
2. Bryan Lawson, *The Language of Space*, Architectural Press, 2001
3. Byron Mikellides, *Architecture for People: Exploration in a New Humane Environment*, 1980
4. Wolfgang F.E. Preisser, Harvey Z. Rabinowitz, Edward T. White, *Post-Occupany Evaluation*, Van Nostrad Reinhold, 1988
5. Dak Kopec, *Environmental Psychology for Design*, Fairchild Books, 2012

ENAI600026**EXHIBITION SPACE AND NARRATIVE****3 CREDIT UNITS****Learning Objectives:**

Students should be able to understand the basic principles of exhibition space design through narrative approach and critical thinking towards the interpretive experiences of objects.

Syllabus:

Various types of exhibition space, the process of designing exhibition space to create meaningful experiences of objects, ideas, and information in physical spaces and virtual spaces. Exhibition space types, exhibition, museum, pop-up event. Narrative approach in spatial design. Development of curatorial concept, designing display strategies, graphic and materials.

Prerequisites: -**References:**

1. Martin M Pegler, *Visual Merchandising and Display*, Blomsbury Academic, 2011
2. David Dernie, *Exhibition Design*, Laurence King Publisher, 2006
3. Pam Locker, *Basic Interior Design : Exhibition Design*, Ava Publishing, 2011
4. Reesa Greenberg, Bruce W.Ferguson and Sandy Nairne, *Thinking About Exhibitions*, Routledge, 1996
5. Kossman De Jong, *Engaging Space: Exhibition Design Explored*, Frame Publisher, 2012
6. Bryan Lawson, *Language of Space*, Routledge, 2001
7. L H Hanks, J Hale & S Macleod, *Making: Narratives, Architectures, Exhibitions, (Museum Meaning)*, Routledge,



2012

8. David Dean, *Museum Exhibition*, Routledge, 1996
9. Kathleen McLean, *Planning for People in Museum Exhibitions*, Association of Science-Technology Centers, 1993
10. Nigel Holmes, *The Best in Diagrammatic Graphics*, Rotovision, 1996
11. Giles Velarde, *Designing Exhibitions 2nd ed*, Gower Pub, 2001
12. Stephanie Weaver, *Creating Great Visitor Experiences: A Guide for Museums, Parks, Zoos, Gardens & Libraries*, Routledge, 2008
13. John H Falk, *Identity and the Visitor Experience*, Routledge, 2009
14. Nina Simon, *The Participatory Museum*, Museum 2.0, 2010
15. Porter Abbott, H, *The Cambridge Introduction to Narrative*, Cambridge University Press, 2002
16. Potteiger, M and Purington, J, *Landscape Narratives: Design Practices for Telling Stories*, John Wiley and Sons, 1998

ENAI600027

ART AND ARCHITECTURE

3 CREDIT UNITS

Learning Objectives:

Students should be able to understand the potential of art in architectural space; create art in architectural setting.

Syllabus:

Art and architecture, Art Nouveau and Art Deco, Bauhaus, International style, Cubism, Surrealism, dll, Art and Architecture installation, installation in the setting: Happy Art; detail in architectural element.

Prerequisites: -

References:

1. Cinthya Maris Dantzig, *Design Dimensions, An Introduction to the Visual Surface*, Prentice Hall College Div, 1990
2. Maly and Dietfried Gerhardus, *Cubism and Futurism: The evolution of the self-sufficient Picture*, Phaidon Oxford
3. Arsen Pohribny, *Abstract Painting*, Phaidon Oxford
4. "The Ideal Place" in Art and Design Magazine No.42.
5. Chris Drury, *Silent Spaces*, Thames and Hudson Ltd, 1989
6. Fiedler Jeannine and Peter Feierabend, *Bauhaus*, Konemann, 1999
7. Booqs, *1000 Details in Architecture*, Belgium, 2010
8. William Hardy, *A Guide to Art Nouveau Style*, World Pubns, 1996
9. Patrick Lowry, *The Essential Guide to Art and Design*, Hodder & Stoughton, 1997

ENAI600028

LIGHTING DESIGN FOR INTERIOR ARCHITECTURE

3 CREDIT UNITS

Learning Objectives:

Student should be able to design lighting fixtures and ambience for interior and exterior uses, using artificial as well as natural lights through a critical, active collaborative learning process based on functional and aesthetical problems.

Syllabus:

Basic lighting, color, natural light, artificial light, light distribution, interior lighting, exterior lighting (façade of a house and high rise), urban lighting.

Prerequisites: -

References:

1. William M.C. Lam, *Perception and Lighting as Formgivers for Architecture*, McGraw-Hill, 1977
2. Norbert Lechner, *Heating Lighting Cooling*, 2nd edition, translated by PT RajaGrafindo Persada, 2007
3. John E Flynn, *Architectural Interior System*, Van Nostrand Reinhold *Environmental Engineering Series*, Van Nostrand Reinhold Company, 1971

ENAI600029
INDEPENDENT STUDY
3 CREDIT UNITS

Learning Objectives:

Students should be able to demonstrate advanced architectural knowledge on particular topic and to implement the knowledge into the development of ideas of architectural intervention.

Syllabus:

Advanced studies on architectural knowledge in particular context; development of architectural intervention ideas based on thorough inquiry of contexts and theoretical inquiry on related topic.

Prerequisite: -

References: Relevant references to the topic offered.

ENAI600030
DESIGN STUDY
3 CREDIT UNITS

Learning Objectives:

Students should able to develop basic skills on reading, inquiry and writing a scientific writing related to design activities.

Syllabus:

Communicating design process through a writing that complies with scientific writing requirements; Communicating systematically literature review, development of design methods and design process through in writing.

Prerequisite: Student has passed Interior Architectural Design 4 and is taking Final Project.

References:

1. John Zeisel, *Inquiry by Design*, W. W. Norton & Company, 2006
2. David Evans & Paul Gruba, *How To Write A Better Thesis Dissertation*, Springer, 2014
3. F. Crews. *The Random House Handbook*, ed, pgs 10-114, McGraw-Hill Higher Education, 1992
4. I. Borden and K. Ruedi, *The Dissertation: an Architecture Student's Handbook*, Oxford University Press, 2000.
5. T. Y. Hardjoko, *Panduan Meneliti dan Menulis Ilmiah*, Departemen Arsitektur Universitas Indonesia, 2005

ENAI600031
CAPITA SELECTA
3 CREDIT UNITS

Learning Objective:

Students should be able to expand their knowledge on various topics that support acquisition of interior architectural knowledge and design skills.

Syllabus:

Selected topics that are relevant to interior architectural knowledge, design skills and their recent development.

Prerequisite: -

References: Relevant references to the topic offered.

**ENAI600032
INTERNSHIP
3 CREDIT UNITS**

Learning Objectives:

Students should be able to understand the processes of planning, implementation and evaluation of engineering activities; to demonstrate knowledge on teamwork of relevant disciplines in professional practice; to demonstrate knowledge on the processes of planning, design and implementation of a built environment; to get involved as assistant interior designer, assistant field project officer, assistant field supervisor, or community interior architect.

Syllabus:

Real project management process in a company, architecture consultant or organization. Techniques of writing simple proposal and reporting field work. Techniques of presentation, Method of managing material, data, equipment, human resources and coordination among stakeholders in engineering planning and implementation activities.

Prerequisite: -

References: -

**ENAI600033
SPECIAL TOPIC ON INTERIOR ARCHITECTURE
3 CREDIT UNITS**

Learning Objectives:

Students should be able to demonstrate knowledge on current discourse on interiority and interior architecture.

Syllabus:

Studies on the development of theories on interiority; current issues on interior architecture and interiority; the development in other relevant disciplines that have impacts of the development of interior architectural design theories and methods.

Prerequisite: -

References: Relevant references to the topic offered.

abel Kesetaraan Mata Ajar Kurikulum 2012 dan Kurikulum 2016
Program Studi S1 Arsitektur Interior

Kurikulum 2012		Kurikulum 2016		Keterangan
Nama Mata Ajar	sks	Nama Mata Ajar	sks	
Kalkulus	4	Kalkulus 1	3	Mahasiswa Angkatan 2015 dan sebelumnya yang belum lulus mata ajar Kurikulum 2012 wajib mengambil mata ajar Kalkulus (4 sks) yang ditawarkan pada program studi apa saja di FTUI.
Fisika Dasar	4	Fisika Mekanika dan Panas	3	Mahasiswa Angkatan 2014 dan sebelumnya yang belum lulus mata ajar Kurikulum 2012 wajib mengambil kedua mata ajar Kurikulum 2016.
		Praktikum Fisika Mekanika dan Panas	1	
Seni Rupa	4	Desain Dasar 1	5	Bila mahasiswa belum lulus mata ajar Kurikulum 2012, wajib mengambil mata ajar Kurikulum 2016.
Teknik Komunikasi	6	Desain Dasar 2	7	
Arsitektur Interior Teori dan Metode Perancangan	3	Metode Perancangan	3	
Arsitektur Sejarah Arsitektur 1	3	Sejarah dan Teori Arsitektur 1	3	
Teori dan Metode Perancangan Arsitektur Interior	3	Sejarah dan Teori Arsitektur Interior	3	
Apresiasi Seni	3	(tidak menjadi mata kuliah wajib)		
Desain Furnitur	3	Furnitur: Konteks, Respon, Objek	3	
Perancangan Arsitektur Interior 2	7	Perancangan Arsitektur Interior 2	8	
Perancangan Arsitektur Interior 5	12	Perancangan Arsitektur Interior 5	9	
Skripsi/Tugas Akhir Perancangan	8	Skripsi/Tugas Akhir Perancangan	6	
Arsitektur Interior 3 (dengan muatan urban)	9	Arsitektur Interior 4 (dengan muatan urban)	9	<ul style="list-style-type: none"> - Mahasiswa Angkatan 2013 dan sebelumnya yang belum lulus mata ajar Perancangan Arsitektur Interior 3 Kurikulum 2012 wajib mengambil Perancangan Arsitektur Interior 3 Kurikulum 2016 (nama kelas PAI3-Urban) pada Semester Gasal atau Genap selama masa transisi 2016/2017. - Mahasiswa Angkatan 2014 dan setelahnya wajib mengambil Perancangan Arsitektur Interior 4 Kurikulum 2016 (nama kelas PAI4-Urban) pada Semester Genap.

Kurikulum 2012		Kurikulum 2016		Keterangan
Nama Mata Ajar	sks	Nama Mata Ajar	sks	
Perancangan Arsitektur Interior 4 (dengan muatan teknologi)	9	Perancangan Arsitektur Interior 3 (dengan muatan teknologi)	9	<ul style="list-style-type: none"> - Mahasiswa Angkatan 2013 dan sebelumnya yang belum lulus mata ajar Perancangan Arsitektur Interior 4 Kurikulum 2012 wajib mengambil Perancangan Arsitektur Interior 4 Kurikulum 2016 (nama kelas PAI4-Teknologi) pada Semester Gasal atau Genap selama masa transisi 2016/2017. - Mahasiswa Angkatan 2014 dan setelahnya wajib mengambil Perancangan Arsitektur Interior 3 Kurikulum 2016 (nama kelas PAI3-Teknologi) pada Semester Gasal.
Dasar Komputer	3	Media Desain Digital	3	<p>Mata ajar Kurikulum 2016 wajib diambil oleh mahasiswa Angkatan 2015 dan setelahnya.</p> <p>Untuk mahasiswa Angkatan 2014 dan sebelumnya;</p> <ul style="list-style-type: none"> - Bila mahasiswa telah lulus salah satu dari mata ajar pilihan Dasar Komputer, Komunikasi Desain Digital 2D, Komunikasi Desain Digital 3D pada Kurikulum 2012, mata ajar tersebut dapat disetarakan dengan mata ajar wajib Media Desain Digital pada Kurikulum 2016. - Bila mahasiswa belum lulus semua mata ajar pilihan tersebut, dapat memilih untuk mengambil salah satu dari: mata ajar wajib Media Desain Digital atau mata ajar pilihan Komunikasi Desain Digital 2D atau Komunikasi Desain Digital 3D.
Komunikasi Desain Digital 2D	3			
Komunikasi Desain Digital 3D	3			
Desain Seni Instalasi	3	Seni dan Arsitektur	3	Mahasiswa yang telah lulus mata ajar pilihan Kurikulum 2012 tidak dapat mengambil mata ajar pilihan Kurikulum 2016 yang merupakan kesetaraannya.
Desain Ruang Pameran	3	Ruang Pamer dan Narasi	3	
Desain Furnitur Lanjut	3	Desain Furnitur	3	
Kapita Seleкта	3	Anatomi Ruang	3	

DESKRIPSI MATA AJAR WAJIB**ENAR601009
PENGANTAR ARSITEKTUR
3 SKS****Tujuan Pembelajaran:**

Mengetahui prinsip-prinsip dasar arsitektur, termasuk beberapa teori dasar, kaitan antara arsitektur dan manusia, kaitan arsitektur dan alam, arsitektur dan estetika, serta arsitektur dan teknologi. Mengetahui adanya keterkaitan antara disiplin arsitektur dengan bidang-bidang ilmu lainnya.

Silabus:

Apakah Arsitektur Itu? (perkenalan: seperti apa bidang ini, karir bidang arsitektur; arkhe + tekton; tekhne; gubuk primitif Laugier dan ide mengenai shelter)

Keindahan (proporsi; ritme; skala; golden rule; trinitas estetika Yunani Klasik; Mandala dan Maya; pandangan Taois dan alam; pola matematis dalam geometri)

Forma dan Ruang (Plato dan forma; tipe dan bagaimana Quatremere de Quincy melakukan mimikri terhadap alam; forma dan fungsi; sekilas tentang berbagai pandangan mengenai "ruang;" termasuk perbedaan makna antara "raum" dan "spatium")

Materialitas dan Materialisasi (mengulas ulang tekhne; pentingnya memahami sifat dan potensi material, tektonika yang bukan sekadar konstruksi)

Konteks (pemahaman tentang lingkung alam, lingkung buatan, dan lingkung bangun; kehadiran kita dan tempat menurut Heidegger; material dan konteks)

Manusia dan Relasi Antar Manusia I (pentingnya memahami manusia bagi perancang; beberapa pemahaman tentang manusia; tubuh, lima indera, dan ruang; jarak antara individu menurut Hall)

Manusia dan Relasi Antar Manusia II (ruang, kehadiran manusia dan keterasingan manusia, makna tempat bagi manusia)

Profesi Arsitek.

Prasyarat: -**Buku Ajar:**

1. James O'Gorman, *ABC of Architecture*, University of Pennsylvania Press, 1998
2. Marcus Vitruvius Pollio, *Decem Libri de Architectura*, BiblioBazaar, 2008
3. Adrian Forty, *Words and Buildings: a Vocabulary of Modern Architecture*, Thames and Hudson, 2004
4. Yusuf B. Mangunwijaya, *Wastu Citra*, Gramedia Pustaka Utama, 1988
5. Martin Heidegger, *Building Dwelling Thinking, in Poetry, Language, Thought*, HarperPerennial, 1975
6. M. Merleau-Ponty, *Phenomenologie de la Perception Chapter II*, Routledge & Kegan Paul Ltd, 1962
7. Edward T. Hall, *The Hidden Dimension*, Doubleday, 1966

**ENAI601001
DESAIN DASAR 1
5 SKS****Tujuan Pembelajaran:**

Mampu menghasilkan karya 2D dan 3D yang merupakan respon kreatif terhadap konteks dengan menggunakan pengetahuan dasar seni rupa dan desain; Mampu menguasai dan menerapkan teknik-teknik dasar representasi 2D dan 3D.

Silabus:

Pengetahuan dasar seni rupa dan desain, pengetahuan dasar estetika; pengetahuan dasar ruang; Elemen-elemen visual: bentuk, warna, tekstur dll; Prinsip-prinsip dasar komposisi; Pengantar sejarah seni dan perannya sebagai dasar menghasilkan karya; Teknik gambar dasar: gambar ekspresi, gambar bentuk (benda alam dan buatan); Teknik *modeling* dan *assembling* dasar; Memahami karakter media dan bahan; Memahami konteks dan menggagas respon terhadap konteks; Mencerap secara visual dan mengkomunikasikan hasil pencerapan; Teknik display dan layout.

Prasyarat: -

Buku Ajar:

1. Louis Fisher Rathus, *Understanding Art*, Prentice Hall, 1994
2. Claire Holt, *Art in Indonesia, Continuity and Changes*, Cornell University, Ithaca and London, 1967
3. Johannes Itten, *The Elements of Color*, John Wiley & Sons, 1970
4. Harvard Anarson, *History of Modern Art: Painting, Sculpture, Architecture & Photography*, Prentice Hall, 1998
5. Kimberly Elam, *Geometry of Design: Studies in Proportion and Composition*, Princeton, 1998
6. Gyorgy Kepes, *Structure in Art and in Science*, George Braziller, 1965
7. Frank D. K. Ching, *Architecture: Form, Space & Order*, John Wiley & Son, 1997
8. John Heskett. *Design: A Very Short Introduction*. Oxford: Oxford University Press, 2002.

ENAI602002

DESAIN DASAR 2

7 SKS

Tujuan Pembelajaran:

Mampu menghasilkan karya spasial yang merupakan respon kreatif terhadap konteks dengan menerapkan pengetahuan seni rupa dan desain dan menerapkan keterampilan teknik representasi 2D dan 3D. Mampu mengkomunikasikan gagasan arsitektural dengan menggunakan teknik dan media yang tepat.

Silabus:

Pengetahuan dasar hubungan ruang, manusia dan waktu; Eksplorasi elemen-elemen spasial terdiri dari elemen visual, non visual (audio, kinestetik) dan elemen-elemen bergerak (kinetik); Menggagas elemen-elemen spasial sebagai respon terhadap konteks; Prinsip-prinsip komunikasi arsitektur; Teknik komunikasi arsitektur dasar: gambar proyeksi, gambar ortografis, gambar perspektif; Teknik *modeling* dan *assembling*; *Model making*; Memahami karakter media dan bahan; Mengkomunikasikan benda dan ruang untuk berbagai tujuan dan audience; Mengkomunikasikan ruang kegiatan manusia.

Prasyarat: Telah mengikuti Desain Dasar 1 (atau Teknik Komunikasi Arsitektur Interior pada Kurikulum 2012)

Buku Ajar:

1. Francis D.K.Ching, *Drawing & Perceiving: A Visual Dictionary of Architecture*, John Wiley & Sons, 1996
2. Francis D.K.Ching, *Architectural Graphics, 2nd Ed*, John Wiley & Sons, 2002
3. Francis DK Ching, *Drawing: A Creative Process*, Wiley, 1989
4. Paul Laseau and Norman Crewe, *Visual Notes for Architects and Designers*, Wiley, 1986
5. Jeffrey Balmer, Michael T. Swisher, *Diagramming the Big Idea: Methods for Architectural Composition*, Routledge, 2012
6. Mark Basinger, *Drawing Ideas*, Random House, 2013
7. Don Norman, *The Design of Everyday Things*, Basic Books, 2013
8. Atelier Bow Wow, *Graphic Anatomy*, Toto, 2007
9. Joy Monice Malnar, *Sensory Design*, University of Minnesota Press, 2004
10. Peter Zumthor, *Atmospheres: Architectural Elements, Surrounding Objects*, Birkhauser, 2006

ENAR603010

SEJARAH DAN TEORI ARSITEKTUR 1

3 SKS

Tujuan Pembelajaran:

Mengetahui sejarah arsitektur modern sejak 1750an sampai saat ini.

Silabus:

Mata kuliah ini merupakan survey terhadap sejarah arsitektur modern sejak 1750an sampai saat ini, dengan fokus pada perkembangan arsitektur modern. Mata kuliah ini juga membahas kaitan antara perkembangan arsitektur dan kaitannya dengan konteks sosio-budaya, politik, dan teknologi. Mata kuliah ini juga meliputi beberapa prinsip dalam

arsitektur dan desain. Mata kuliah ini menggaris bawahi beberapa momen penting dalam perkembangan arsitektur modern, dan memberikan pengetahuan tentang teori-teori yang relevan dengan arsitektur modern.

Prasyarat: -

Buku Ajar:

1. Kenneth Frampton, *Modern Architecture: A Critical History 3rd Ed*, Thames & Hudson, 1997
2. Leonardo Benevolo, *History of Modern Architecture, Volume I & II*, MIT Press, 1979
3. Iain Borden, *Architecture and the Sites of History, Interpretations of Buildings and Cities*, Butterworth Architecture, 1995
4. William J.R. Curtis, *Modern Architecture since 1900, Third Edition*, Phaidon Press, 2002
5. Diane Ghirardo, *Architecture After Modernism*, Thames & Hudson, 1996
6. Spiro Kostof, *A History of Architecture, Settings & Rituals, 2nd Edition*, Oxford University Press, 1994
7. Bernd Evers & Christof Thoenes (eds.), *Architectural Theory: from the Renaissance to the Present*, Taschen, 2003

ENAR603011

METODE PERANCANGAN

3 SKS

Tujuan Pembelajaran:

Membekali mahasiswa dasar pemikiran dan cara-cara merancang bangunan sehingga mampu menjelaskan dasar pemikiran & menerapkan salah satu cara merancang bangunan dalam bentuk tulisan dan gambar.

Silabus:

Teori dan cara berpikir: fenomenologi, semiotik; Teori dan cara mengenal masalah: pengamatan arsitektural, pengetahuan perancangan, faktual, deontik, instrumental, black box, clear box; Teori dan cara memahami masalah, analisis dan sintesis; Teori dan cara menyelesaikan masalah.

Prasyarat: Telah mengikuti Pengantar Arsitektur

Buku Ajar:

1. Christopher Alexander, *Notes on The Synthesis of Form*, Harvard University Press, 1994
2. Don Koberg & Tim Bagnall, *The Universal Traveller: a Soft System Guide to Creativity, Problem Solving, & the Process of Reaching Goals*, Crisp Learning, 1991.
3. Gunawan Tjahjono, *Metode Perancangan: Suatu Pengantar untuk Arsitek dan Perancang*, 1998
4. Jean-Pierre Protzen & David J. Harris, *The Universe of Design: Horst Rittel's Theories of Design and Planning*, Routledge, 2010

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SEJARAH DAN TEORI ARSITEKTUR INTERIOR

3 SKS

Tujuan Pembelajaran:

Mengetahui sejarah arsitektur, kaitannya dengan sejarah desain interior dan sejarah seni serta teori-teori yang berkembang dalam perkembangan arsitektur interior

Silabus:

Interior dan interioritas (*interiority*); relasi antara tubuh (*body*) dan ruang; *types* dalam arsitektur interior, *sign and society*; desain dalam *society*; semiotika dalam desain; *critical regionalism*; isu lokalitas dalam desain, perkembangan representasi interior.

Prasyarat: -

Buku Ajar:

1. Shashi Caan Being, *Rethinking Design and Interiors: Human Beings in the Built Environment*, Laurence King Pub-

lishing, 2011.

- Christine McCarthy, *Toward a Definition of Interiority*, in *Space and Culture*, Vol. 8, 2005, pp. 112-125
- Mark Kingwell, Mark Taylor and Julieanna Preston, *Tables, Chairs, and Other Machines for Thinking*, in *Intimus*, by Mark Taylor and Julieanna Preston (eds.), Wiley-Academy, 2006, pp. 173-179
- Gaston Bachelard, *The Dialectics of Outside and Inside*, in *Intimus*, by Mark Taylor and Julieanna Preston (eds.), Wiley-Academy, 2006, pp. 22-25
- Ed Hollis, *The Secret Lives of Buildings: From the Ruins of the Parthenon to the Vegas Strip in Thirteen Stories*, Picador, 2010
- Michel Foucault, *Discipline and Punish: The Birth of The Prison (Chapter on Disciplining the Docile Bodies) 2nd ed*, Vintage Books, 1995
- Neil Leach (ed), *Rethinking Architecture: A Reader in Cultural Theory (Articles by Umberto Eco and Roland Barthes)*, Routledge, 1997
- Jean Baudrillard, *System of Objects*, Verso Books, 2006
- Evans, Robin "The Developed Surface: An Enquiry into the Brief Life of an Eighteenth Century Drawing Technique", in *Translations from Drawing to Building and Other Essays*, London: Architectural Association, 1997):195-231.

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ERGONOMI

3 SKS

Tujuan Pembelajaran:

Mahasiswa dapat memahami dan menerapkan konsep dasar ergonomi dan faktor manusia (*human factors*) serta antropometri dalam perancangan ruang interior, serta pengetahuan mengenai desain universal.

Silabus:

Prinsip dasar ergonomi dan faktor manusia (*human factors*), Dasar-dasar antropometri, penerapan ergonomi dan faktor manusia dalam merancang lingkungan binaan, prinsip dasar desain universal.

Prasyarat: -

Buku Ajar:

- Mark S Sanders and Ernest J. McCormick. *Human Factors in Engineering and Design*, McGraw Hill, Singapore, 1992
- Galen Cranz, *The Chair: Rethinking Culture, Body and Design*, W & W Norton Company, 2000
- R. S. Bridger, *Introduction to Ergonomics*, Routledge-Taylor & Francis, London, 2003
- Pheasant, Stephan. *Bodyspace: Anthropometry, Ergonomics and the Design of Work*. Taylor & Francis, London, 2003
- H. E. Kroemer, Ann D. Kroemer, *Office Ergonomics*, Taylor & Francis, London, 2001
- Edward Steinfeld, Jordana L. Maisel, *Universal Design*, Wiley, New Jersey, 2012

ENAR604015

MEDIA DESAIN DIGITAL

3 SKS

Tujuan Pembelajaran:

Mahasiswa dapat mengekspresikan, mengeksplorasi, menyelidiki dan mengkomunikasikan ide arsitektural dengan menggunakan media digital.

Silabus:

Pengenalan terhadap beragam teknik dan jenis media digital yang dapat digunakan untuk mempresentasikan ide arsitektural, mempelajari kemampuan dasar dari beragam peralatan digital, menentukan peralatan digital dan teknik yang tepat untuk mengekspresikan, mengeksplorasi atau memeriksa ide arsitektural tertentu, mempelajari alur kerja yang menggunakan media digital dan analog sebagai bagian dari proses desain arsitektural.

Prasyarat: Telah mengikuti Desain Dasar 2 (atau Teknik Komunikasi Arsitektur atau Teknik Komunikasi Arsitektur pada Kurikulum 2012)

Buku Ajar:

1. L Farrelly, *Basic Architecture: Representation Techniques*. London, Thames & Hudson, 2008
2. B Kolarevic, (Ed), *Architecture in the Digital Age: Design and Manufacturing*, Spon Press, 2003
3. P Laseau, *Architectural Representation Handbook: Traditional and Digital Techniques for Graphic Communication*, McGraw-Hill Companies, 2000

PERANCANGAN ARSITEKTUR INTERIOR

Perancangan Arsitektur Interior dilaksanakan pada Studio Arsitektur Interior yang sekaligus merupakan sistem dan lokasi pembelajaran. Kemampuan yang diharapkan pada akhir pembelajaran adalah berpikir kritis dan kreatif yang dapat diukur dari kemampuan mahasiswa untuk menjelaskan dan menyajikan gagasan rancangannya. Pembelajaran Perancangan Arsitektur Interior dilaksanakan melalui Proyek Perancangan yang merupakan manifestasi langsung pengintegrasian berbagai pengetahuan yang terdiri dari:

- Pengetahuan faktual: Pemahaman dan perumusan persoalan perancangan yang bersifat abstrak, kualitatif dan menyangkut aspek sosio-kultural aktivitas/ruang manusia
- Konteks ruang kehidupan dengan lingkungan, mulai dari ruang mikro/lokal/pribadi, keluarga, komunitas, hingga lingkungan kota/rural.
- Aspek keteknikan seperti struktur (statika), tektonik (termasuk bahan bangunan), fisika bangunan, dan utilitas bangunan yang relevan dengan perancangan arsitektur interior
- Metoda perancangan
- Teknik komunikasi

Dalam pelaksanaannya Proyek Perancangan mewadahi materi pembelajaran dari mata ajaran Perancangan Arsitektur Interior, Teknologi Bangunan dan Furnitur: Konteks, Respon, Objek, dengan susunan sebagai berikut:

- Proyek Perancangan 1 merupakan integrasi dari Perancangan Arsitektur Interior 1 dan Teknologi Bangunan 1
- Proyek Perancangan 2 merupakan integrasi dari Perancangan Arsitektur Interior 2 dan Teknologi Bangunan 2
- Proyek Perancangan 3 merupakan integrasi dari Perancangan Arsitektur Interior 3 dan Teknologi Bangunan 3
- Proyek Perancangan 4 merupakan integrasi dari Perancangan Arsitektur Interior 4 dan Furnitur: Konteks, Respon, Objek

Secara bertahap pempunan pengetahuan dan kemampuan akan dijabarkan ke dalam tahap pembelajaran Perancangan Arsitektur Interior di tiap semester.

PROYEK PERANCANGAN 1

Proyek Perancangan 1 merupakan kegiatan perancangan ruang diri manusia. Proyek Perancangan 1 merupakan integrasi dari penerapan pengetahuan perancangan ruang melalui pendekatan pemahaman keterkaitan diri manusia dan ruang, penerapan logika dasar keberdirian dan penerapan prinsip-prinsip dasar kenyamanan lingkungan dalam rancangan ruang. Proyek Perancangan 1 terdiri dari kegiatan pembelajaran dalam dua mata ajaran yang saling mendukung yaitu Perancangan Arsitektur Interior1 dan Teknologi Bangunan 1.

ENAI603003**PERANCANGAN ARSITEKTUR INTERIOR 1****7 SKS****Tujuan Pembelajaran:**

Merancang ruang diri melalui pendekatan pemahaman keterkaitan diri manusia dan ruang.

Silabus:

Perancangan Arsitektur Interior 1 merupakan tahap awal dan kritical untuk memperkenalkan mahasiswa pada disiplin arsitektur secara nyata melalui perancangan ruang yang imajinatif, kreatif dan inovatif, Pengetahuan arsitektur mencakup pemahaman awal mengenai makna dan pengalaman ruang pribadi, interaksi antara tubuh manusia dan kualitas ruang, serta pemahaman konteks tapak dan lingkungan sebagaimana dialami oleh tubuh manusia. Kegiatan perancan-

gan terdiri dari rangkaian aktivitas mulai dari mengumpulkan informasi, mendefinisikan problem, menganalisis, dan memberikan putusan kritis untuk memformulasikan strategi tindakan terhadap ruang manusia, kemampuan berpikir tiga dimensional melalui eksplorasi rancangan ruang, serta mengkomunikasikan gagasan perancangan. Tugas merancang terdiri dari: Merancang ruang diri sederhana yang diimplementasikan melalui model skala 1:1; Merancang ruang untuk sebuah episode kehidupan manusia.

Prasyarat:

Telah mengikuti Desain Dasar 2 (atau Teknik Komunikasi Arsitektur Interior pada Kurikulum 2012)

Telah atau sedang mengikuti Teknologi Bangunan 1

Buku Ajar:

1. Bruno Zevi, *Architecture as Space: How to Look at Architecture*, 1993.
2. Donlyn Lyndon and Charles W. Moore, *Chambers For A Memory Palace*, MIT Press, 1994
3. Edward T. Hall, *The Hidden Dimension*, Peter Smith Publications, 1992
4. Francis DK Ching, *Architecture: Form, Space and Order*, Wiley, 1996.
5. Karen Franck & Bianca Lepori, *Architecture Inside Out*, Academy Press, 2000.
6. Michael Pollan, *A Place of My Own*. Penguin Press, 2008.
7. Steen Eiler Rasmussen, *Experiencing Architecture*, MIT Press, 1959.
8. Yi-Fu Tuan, *Space and Place: The Perspective of Experience*, University of Minnesota Press, 1981

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TEKNOLOGI BANGUNAN 1

3 SKS

Tujuan Pembelajaran:

Mahasiswa mengetahui aspek teknis struktur, bahan, konstruksi dan kenyamanan bangunan sederhana; Mahasiswa mampu merumuskan proses desain teknis dan integrasi struktur, teknologi konstruksi menjadi kesatuan fungsional yang efektif; Mahasiswa mampu menyusun laporan analisis/sintesis dari seluruh aspek teknologi bangunan

Silabus:

Struktur pada alam; Prinsip struktur dan konstruksi sederhana (logika struktur, mekanika teknik); Konteks site (elemen alam yang mempengaruhi bangunan); Material dan bahan bangunan (material, posisi pada bangunan, nilai properti material yang mempengaruhi kenyamanan); Dasar fisika bangunan (orientasi bangunan, pengaruh lingkungan terhadap kenyamanan); Pengantar prinsip struktur dan konstruksi bangunan sederhana; Pengantar gambar kerja

Prasyarat: Telah atau sedang mengikuti Perancangan Arsitektur Interior 1.

Buku Ajar:

1. Mario Salvadori, *Why Building Stands Up*, W.W. Norton & Company, 2002
2. W. O. Kilmer, *Construction Drawings and Details for Interiors: Basic Skills*, John Wiley and Sons, 2003
3. Bjorn N Sandaker, Arne P Eggen, and Mark R Cruvellier, *The Structural Basis of Architecture: Second Edition*, Routledge, 2011
4. Forest Wilson, *Structure: The Essence of Architecture*, Van Nostrand Reinhold Company, 1971
5. Mark Dekay and G. Z. Sun Brown, *Wind & Light: Architectural Design Strategies: 3rd Edition*, John Wiley & Sons, 2014
6. Francis DK Ching, *Building Construction Illustrated*, Wiley, 2014
7. Edward Allen and Joseph Iano, *The Architect Studio Companion: Rules of Thumb for Preliminary Design*, Wiley and Sons, 2002
8. Ken Parsons, *Humn Thermal Environments: The effects of Hot, Moderate, and Cold Environments on Human Health, Comfort, and Performance*, CRC, 2014
9. Pete Silver and Will McLean, *Introduction to Architectural Technology*. Laurence King, 2013

PROYEK PERANCANGAN 2

Proyek Perancangan 2 merupakan kegiatan perancangan ruang Kelompok Sosial Inti (KSI). Proyek Perancangan 2 merupakan integrasi dalam penerapan pengetahuan perancangan ruang melalui pendekatan gagasan dwelling dan pertim-

bangun siklus kehidupan dan kegiatan sehari-hari dari KSI, penerapan prinsip-prinsip dasar struktur dan konstruksi bangunan bertingkat rendah, utilitas bangunan serta kaidah-kaidah fisika bangunan. Proyek Perancangan 2 terdiri dari kegiatan pembelajaran dalam dua mata ajaran yang saling mendukung yaitu Perancangan Arsitektur Interior 2 dan Teknologi Bangunan 2.

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PERANCANGAN ARSITEKTUR INTERIOR 2

8 SKS

Tujuan Pembelajaran:

Merancang *dwelling* sebagai ruang bertinggal kelompok sosial inti (KSI) melalui pendekatan tektonik dengan memper-timbangkan siklus kehidupan dan kegiatan sehari-hari dari KSI.

Silabus:

Perancangan Arsitektur Interior 2 mengajukan persoalan kritikal ruang kehidupan manusia dalam konteks komunitas urban, melalui perancangan sebuah *dwelling*. Pengetahuan perancangan mencakup pemahaman pengertian *dwelling*, observasi dan analisis terhadap KSI, perumusan program berdasarkan pemahaman kebutuhan KSI, pengembangan ga-gasan ruang melalui eksplorasi tektonik sebagai '*the art of joining*' dan eksplorasi komposisi spasial sebagai integrasi *part-whole* yang mawadahi program secara tepat, yang direalisasikan ke dalam rancangan secara terintegrasi dan dikomunikasikan dengan memenuhi kaidah-kaidah komunikasi arsitektur.

Tugas merancang terdiri dari: Melakukan kajian yang komprehensif terhadap preseden *dwelling* dengan kualitas ran-cangan ruang dan teknologi terbaik; Merancang ruang untuk sebuah KSI.

Prasyarat:

Telah mengikuti Perancangan Arsitektur Interior 1

Telah atau sedang mengikuti Teknologi Bangunan 2

Buku Ajar:

1. Martin Heidegger, *Building Dwelling Thinking, in Poetry, Language, Thought*, HarperPerennial, 1975
2. Adam Sharr with Simon Unwin, *Heidegger's Hut, in ARQ (Architectural Research Quarterly) Vol.5 No.1*, 2001
3. J Macgregor Wise, *Home: Territory and Identity pp. 391-396, in INTIMUS Interior Design Theory Reader*, 2006
4. Norberg Schulz, *The Concept of Dwelling - Introduction*, Rizzoli International Publications, 1985
5. Hannah Arendt, *The Human Condition - Chapter I & II*, University of Chicago Press, 1958
6. A. Rapoport, *House Form and Culture - Chapter II Alternative Theories of House Form & Chapter III Socio-cultural Factors and House Form*, pp. 18-82, Prentice Hall Inc, 1969
7. Kenneth Frampton, *Studies in Tectonic Culture: The Poetics of Construction - Chapter I Introduction: Reflec-tions on the Scope of the Tectonic*, MIT Press, 2001
8. Charles Moore, Gerrard Allen, Donlyn Lyndon, *Assembling A Room, in The Place of Houses*, University of Cali-fornia Press, 2000
9. Francis D. K. Ching, *Architecture: Form, Space and Order*, Wiley, 2014
10. Erik H. Erikson, *Life Cycle Completed - Chapter 3 Major Stages in Psychosocial Development*, W. W. Norton & Company, 1998
11. Jonathan Hill, *Immaterial Architecture - House and Home*, Routledge, 2006
12. Peter Zumthor, *Atmospheres: Architectural Environments, Surrounding Objects*, Birkhäuser Architecture, 2006

ENAI604014

TEKNOLOGI BANGUNAN 2

3 SKS

Tujuan Pembelajaran:

Mahasiswa mengetahui aspek teknis struktur, bahan, konstruksi dan kenyamanan bangunan sederhana bertingkat rendah; Mahasiswa mampu merumuskan proses desain teknis dan integrasi struktur, teknologi konstruksi dan sistem utilitas menjadi kesatuan fungsional yang efektif; Mahasiswa mampu melakukan dokumentasi teknis dan membuat laporan analisis/sintesis dari seluruh aspek teknologi bangunan

Silabus:

Identifikasi seluruh aspek teknologi bangunan pada bangunan sederhana (bertingkat rendah) yang mencakup aspek: keberdirian, keterbangunan dan kenyamanan; Pengenalan secara mendalam materialitas dari bahan, teknik konstruksi dan detail; Dimensi dan konfigurasi bahan/ material terkait dengan struktur dan konstruksi bangunan sederhana; Elemen-elemen pengudaraan dan pencahayaan di dalam bangunan; Pengantar utilitas bangunan sederhana; Membuat dokumentasi teknis (gambar kerja)

Prasyarat:

Telah mengikuti Teknologi Bangunan 1

Telah atau sedang mengikuti Perancangan Arsitektur Interior 2

Buku Ajar:

1. Francis DK Ching, *Building Construction Illustrated*, Wiley, 2014
2. Arthurs Lyons, *Materials for Architect & Builders*, Butterworth-Heinemann, 2008
3. Graham Bizley, *Architecture in Details*, Architectural Press, 2008
4. Andrea Deplazes, *Constructing Architecture: Materials Processes Structures, A Handbook*, Birkhauser, 2008
5. Gail Peter Borden, *Material The Typology of Modern Tectonics*, Wiley, 2010
6. Thomas Schropfer, *Material Design*, Birkhauser Architecture, 2010
7. Norbert Lechner, *Heating, Cooling, Lighting: The Sustainable Design Methods for Architect*, Wiley, 2013
8. Charlie Wing, *How Your House Works: a Visual Guide to Understanding and Maintaining Your Home, Updated and Expanded*, RSMears, 2012
9. Corky Binggeli, *Corky Building Systems for Interior Designers*, John Wiley & Sons, 2003

PROYEK PERANCANGAN 3

Proyek Perancangan 3 merupakan kegiatan perancangan ruang dengan fokus pada aspek keterbangunan dan kinerja dari ruang interior. Proyek Perancangan 3 merupakan integrasi dari pengetahuan perancangan melalui pemahaman konteks teknologi eksisting, eksplorasi aspek-aspek teknologi dan penerapan prinsip-prinsip struktur, konstruksi dan material, serta sistem pendukung bangunan dalam proses perancangan ruang interior. Proyek Perancangan 3 terdiri dari kegiatan pembelajaran dalam dua mata ajaran yang saling mendukung yaitu Perancangan Arsitektur Interior 3 dan Teknologi Bangunan 3.

ENAI605005

PERANCANGAN ARSITEKTUR INTERIOR 3

9 SKS

Tujuan Pembelajaran:

Merancang sebuah ruang interior publik melalui pendekatan pengembangan gagasan teknologi dalam arsitektur interior.

Silabus:

Perancangan Arsitektur Interior 3 mengajukan persoalan aspek keterbangunan dan kinerja dari ruang interior. Pengetahuan perancangan mencakup perancangan sebagai tindakan merespon aspek-aspek teknologi dari konteks eksisting dari ruang interior; pengembangan program didasarkan pada analisis terhadap konteks teknologi eksisting; pengembangan gagasan tektonik lanjutan, meliputi pengolahan material, detail, dan konstruksi; serta pengembangan gagasan arsitektur interior berbasis kinerja dan sistem bangunan.

Tugas perancangan terdiri dari: Perancangan ruang interior yang didasarkan pada eksplorasi aspek-aspek teknologi seperti material, teknik *assembly*, *portable/flexible furniture* dll; Perancangan ruang interior sebagai tindakan merespon konteks bangunan eksisting dengan skala menengah sampai besar.

Prasyarat:

Telah mengikuti Perancangan Arsitektur Interior 2

Telah atau sedang mengikuti Teknologi Bangunan 3

Buku Ajar:

1. Mark Taylor, Julieanna Preston (eds), *Intimus: Interior Design Theory Reader*, Academy Press, 2006

2. Mark Kingwell. "Tables, Chairs and Other Machines for Thinking," in *Intimus*, Queen's Quarterly, 2005
3. Peter Opsvik, *Rethinking Sitting*, W. W. Norton & Company, 2009
4. Eva Maria Herrmann, Marcus Kaiser, Tobias Katz, *Furnishing, Zoning: Spaces, Materials, Fit Out*, Birkhauser, 2014
5. Sylvia Leydecker, *Designing Interior Architecture: Concept, Typology, Material, Construction*,
6. Corky Binggeli, *Building Systems for Interior Designers*, Wiley, 2009
7. Lisa Godsey, *Interior Design Materials and Specification*, Fairchild Books, 2012
8. Sally Augustin, *Place Advantage: Applied Psychology for Interior Architecture*, John Wiley & Sons, 2009

ENAI605017

TEKNOLOGI BANGUNAN 3

3 SKS

Tujuan Pembelajaran:

Mahasiswa mengetahui aspek teknis struktur, bahan konstruksi dan kenyamanan bangunan lanjut yang relevan dengan pendekatan perancangan arsitektur interior yang merespon kondisi eksisting arsitektur; Mahasiswa mampu merumuskan proses desain teknis dan integrasi aspek-aspek teknologi dari ruang interior yang meliputi sistem struktur, konstruksi, material dan utilitas bangunan menjadi kesatuan fungsional yang efektif; Mahasiswa mampu melakukan dokumentasi teknis dan membuat laporan analisis/sintesis dari seluruh aspek teknologi bangunan; Mahasiswa mampu memahami isu-isu konservasi energi dan keberlanjutan ekologis (*ecological sustainability*) dalam konteks interior.

Silabus:

Aspek-aspek teknologi bangunan yang relevan dengan pendekatan perancangan melalui *fitting out, remodelling, renovating, retrofitting, extension*. Memahami dan merespon kondisi struktur eksisting, baik yang bersifat aktual maupun potensial. Memahami kondisi utilitas bangunan eksisting dan memodifikasi sesuai kebutuhan perancangan. Pengetahuan material meliputi detail dan konstruksi, kaitan material dengan akustik, pencahayaan dan pemeliharaan, serta pengetahuan inovasi material dan perkembangan *advanced material*. Komunikasi aspek-aspek teknologi (struktur, konstruksi, bahan, utilitas) dari rancangan dan spesifikasi teknis dari *furniture, fixture* dan kelengkapan interior lainnya.

Prasyarat:

Telah mengikuti Teknologi Bangunan 2

Telah atau sedang mengikuti Perancangan Arsitektur Interior 3.

Buku Ajar:

1. Gary Gordon, *Interior Lighting*, Wiley, 2003
2. Corky Binggeli, *Building Systems for Interior Designers*, Wiley, 2009
3. Lisa Godsey, *Interior Design Materials and Specification*, Fairchild Books, 2012
4. John E. Flynn, Arthur W. Segil, *Architectural Interior System: Lighting, Acoustics, Air Conditioning*, Van Nostrand Reinhold, 1992
5. A. Deplazes, *Constructing Architecture: Materials, Process, Structures*, A. Basel: Birkhauser, 2005
6. Atelier Bow Wow, *Graphic Anatomy Atelier Bow-Wow*, Toto, 2007
7. Christian Schittich, *In Detail: Interior Spaces: Space, Light, Material*, Birkhauser, 2002
8. Blaine Brownell, *Transmaterial: A Catalog of Materials That Redefine our Physical Environment (1, 2, & 3)*, Princeton Architectural Press, 2005, 2008, & 2010

PROYEK PERANCANGAN 4

Proyek Perancangan 4 merupakan kegiatan perancangan ruang publik. Proyek perancangan ini merupakan integrasi dari penerapan pengetahuan perancangan melalui pendekatan tipe arsitektur, perancangan berbasis isu (*issue-based*), dan pengetahuan dasar konteks interior. Proyek Perancangan 4 terdiri dari kegiatan pembelajaran dalam dua mata ajaran yang saling mendukung yaitu Perancangan Arsitektur Interior 4 dan Pengantar Konteks Perkotaan.



ENAI606006

PERANCANGAN ARSITEKTUR INTERIOR 4

9 SKS

Tujuan Pembelajaran:

Merancang sebuah ruang interior publik melalui pendekatan tipe arsitektur dan pendekatan perancangan berbasis isu (*issue-based*), dengan berdasarkan pengetahuan *urban interior* serta eksplorasi gagasan *form* dan kualitas ruang secara kreatif.

Silabus:

Perancangan Arsitektur 4 mengajukan persoalan kritikal ruang kehidupan manusia dengan kompleksitas sosial budaya pada setting urban dan/atau sub urban dengan pendekatan tipe arsitektur dan pendekatan berbasis isu (*issue-based*). Pengetahuan *urban interior* mencakup pemahaman konsep interioritas dalam skala urban. Pengetahuan perancangan mencakup penjelasan pengertian publik, uraian tipe fungsional, organisasi dan program ruang, pengembangan kata kunci, konsep bangunan institusi dan jabarannya dalam rancangan ruang; perumusan *design statement* yang berbasis isu, pengembangan program dan jabarannya dalam rancangan ruang. Pengetahuan konteks mencakup pemahaman kondisi fisik dan sosial-budaya dari konteks eksisting dari ruang interior dalam skala urban.

Tugas perancangan meliputi: Merancang ruang interior dalam konteks lingkungan sosial dengan hubungan kekerabatan yang masih kental; Merancang ruang interior dalam konteks lingkungan urban yang lebih kompleks.

Prasyarat:

Telah mengikuti Perancangan Arsitektur Interior 3

Telah atau sedang mengikuti Furnitur: Konteks, Respon, Objek

Buku Ajar:

1. Adrian Forty, *Words and Buildings: A Vocabulary of Modern Architecture, Chapter 'Space'*, hal. 256-275, Thames & Hudson, 2000
2. Yi-Fu Tuan, *Space and Place: The Perspective of Experience*, University of Minnesota Press, 1981
3. Henri Lefebvre, *The Production of Space*, Blackwell, 1991
4. Jeremy Till, *Architecture Depends*, MIT Press, 2009
5. Karen Franck & Bianca Lepori, *Architecture Inside Out*, Academy Press, 2000
6. Giulio Carlo Argan, *On the Typology of Architecture, in Nesbitt, Theorizing a New Agenda for Architecture hal. 240-246*, Princeton Architectural Press, 1996
7. Jonathan D. Sime, *Creating Places or Designing Spaces*, Journal of Environmental Psychology, Vol 6, hal. 49-63, 1986
8. Andrew Ballantyne, *What is Architecture?*, Routledge, 2002
9. Aaron Betsky & Erik Adigard, *Architecture Must Burn: Manifestos for the Future of Architecture*, Gingko Press, 2001
10. Robert Venturi & Denise Brown, *Learning from Las Vegas*, MIT Press, 1977
11. Bernard Tschumi, *Architecture and Limits I-III, in Nesbitt, Theorizing a New Agenda for Architecture hal. 150-167*, Princeton Architectural Press, 1996
12. Suzie Attiwill & Rochus Urban Hinkel, *Urban Interior: Informal Explorations, Interventions and Occupations*, Spurbuchverlag, 2011
13. Christine McCarthy, "Before the Rain: Humid Architecture," *Space and Culture*, 6, 337, 2003
14. Graeme Brooker, *Key Interiors since 1900*, Laurence King, 2013

ENAI606018

FURNITUR: KONTEKS, RESPON, OBJEK

3 SKS

Tujuan Pembelajaran:

Memperkenalkan mahasiswa pada konsep, fungsi dan konstruksi furnitur. Memahami teori dan metode untuk menghasilkan konsep dan desain furnitur.

Silabus:

Mata kuliah ini mendorong mahasiswa untuk mempelajari furnitur dan keberadaannya di dalam ruang. Furnitur dilihat sebagai sarana untuk menjembatani ruang yang berada di- antara tubuh manusia baik berupa bangunan maupun lingkup yang lebih luas lagi. Furnitur dipahami bukan hanya sebagai obyek fungsional yang mengisi ruang. Mahasiswa

diharapkan dapat mempelajari dan mengkritisi prasangka mengenai furnitur untuk kemudian dapat menghasilkan perspektif yang baru dalam merancang furnitur.

Prasyarat:

Telah atau sedang mengikuti Perancangan Arsitektur Interior 4

Buku Ajar:

1. Galen Cranz, *The Chair, Rethinking Culture, Body and Design*, W. W. Norton & Company, 2000
2. Christopher Natale, *Furniture Design and Construction for the Interior Designer*, Fairchild Pub, 2009
3. Jim Postell, *Furniture Design*, Wiley, 2007.
4. M. F. Ashby, Kara Johnson, *Materials and Design: The Art and Science of Material Selection in Product Design*, Elsevier, 2002

ENAI607007**PERANCANGAN ARSITEKTUR INTERIOR 5****9 SKS**

Tujuan Pembelajaran: Mampu merancang arsitektur interior dengan menerapkan pendekatan merancang tertentu; Mampu menghasilkan gagasan rancangan yang dapat dipertanggungjawabkan keterbangunannya serta memenuhi ketentuan dan peraturan bangunan yang relevan; Mampu mendemonstrasikan penerapan pengetahuan prinsip-prinsip teknologi bangunan yang relevan dengan perancangan arsitektur interior.

Silabus:

Merancang dengan pendekatan *fitting out*, *remodelling*, *renovating*, *retrofitting*, atau *extension* yang dilaksanakan dalam unit-unit perancangan arsitektur interior. Unit perancangan yang ditawarkan dapat terdiri dari namun tidak terbatas pada: Perancangan dengan pendekatan tipologi (komersial, pendidikan, *hospitality*), perancangan dengan pendekatan *adaptive reuse*, perancangan berbasis bukti (*evidence-based design*), perancangan dengan pendekatan teknologi, komputasi atau parametrik.

Pengetahuan dan penerapan ketentuan dan peraturan bangunan dan interior umum (*building & interior codes*) yang mengatur aspek-aspek keselamatan, keamanan, kesehatan, kenyamanan, kemudahan/aksesibilitas.

Komunikasi rancangan yang memenuhi kaidah (*drawing convention*).

Kesadaran akan peran dari masing-masing disiplin ilmu perancangan, konstruksi, mekanikal dan elektrik dalam sebuah proyek perancangan arsitektur interior.

Prasyarat: Telah mengikuti Perancangan Arsitektur Interior 4

Buku Ajar:

1. Stewart Brand, *How Buildings Learn: What Happens After They're Built*, Penguin Books, 1995
2. Sally Stone and Graeme Brooker, *Re-Readings: Interior Architecture and the Design Principles of Remodelling Existing Buildings*, RIBA Publishing, 2014
3. Adrian Forty, *Words and Buildings: a Vocabulary of Modern Architecture*, Thames and Hudson, 2004
4. Fred Scott, *On Altering Architecture*, Routledge, 2008
5. Charles Bloszies, *Old Buildings New Designs: Architectural Transformations*, Princeton Architectural Press, 2011
6. Julianna Preston, *Interior Atmosphere*, Architectural Design series, May/June 2008
7. Peter Zumthor, *Atmospheres: Architectural Environments, Surrounding Objects*, Birkhäuser Architecture, 2006
8. Edward Dimendberg, *Diller Scofidio + Renfro: Architecture After Images*, University Of Chicago Press, 2013
9. Atelier Bow Wow, *Graphic Anatomy Atelier Bow-Wow*, Toto, 2007
10. Christopher Gorse and David Highfield, *Refurbishment and Upgrading of Buildings*, Spon Press, 2009
11. Corky Binggeli, *Building Systems for Interior Designers*, John Wiley & Sons, 2009

ENAI600008**SKRIPSI****6 SKS**

Tujuan Pembelajaran:

Mampu mengidentifikasi, mempelajari dan mengkomunikasikan isu-isu dalam suatu area kajian khusus yang berkaitan dengan arsitektur interior. Mampu mengembangkan keahlian dasar dalam hal membaca, meriset dan menulis sebuah tulisan ilmiah. Mampu mengembangkan sebuah pemahaman riset sebagai sebuah kegiatan yang menuntut pemikiran dan penalaran yang runut dan sistematis. Mampu mengembangkan sebuah pemahaman kritis terhadap berbagai isu dalam arsitektur interior.

Silabus:

Skripsi diawali dengan pertanyaan: “Apa yang ingin saya alami?”. Usaha mendalami masalah dan menjelaskan pemahaman terhadap masalah tersebut dengan tingkat kedalaman yang masih terbatas, tanpa tuntutan untuk menyelesaikan masalah, menciptakan atau mengembangkan sesuatu yang baru yang memberikan kontribusi kepada disiplin ilmu arsitektur interior. Investigasi ringan yang dilakukan melalui studi literatur dan studi kasus. Originalitas. Pilihan moda penulisan ilmiah: deskripsi, narasi, penjelasan atau argumen.

Prasyarat: Telah memperoleh 114 sks dan telah mengikuti Perancangan Arsitektur Interior 4

Buku Ajar:

1. John Zeisel, *Inquiry by Design*, W. W. Norton & Company, 2006
2. David Evans & Paul Gruba, *How To Write A Better Thesis Dissertation*, Springer, 2014
3. F. Crews. *The Random House Handbook*, ed, pgs 10-114, McGraw-Hill Higher Education, 1992
4. I. Border and K. Ruedi, *The Dissertation: an Architecture Student's Handbook*, Oxford University Press, 2000.
5. T. Y. Hardjoko, *Panduan Meneliti dan Menulis Ilmiah*, Departemen Arsitektur Universitas Indonesia, 2005

ENAI600008

TUGAS AKHIR

6 SKS

Tujuan Pembelajaran:

Mampu mengidentifikasi, mempelajari dan mengkomunikasikan isu-isu dalam suatu area kajian khusus yang berkaitan dengan arsitektur interior. Mampu mengembangkan keahlian dasar dalam analisis dan sintesis teori dan mendemonstrasikannya melalui kegiatan perancangan. Mampu mengembangkan sebuah pemahaman riset sebagai sebuah kegiatan yang menuntut pemikiran dan penalaran yang runut dan sistematis. Mampu mengembangkan sebuah pemahaman kritis terhadap berbagai isu dalam arsitektur interior yang ditunjukkan melalui kegiatan perancangan.

Silabus:

Tugas Akhir diawali dengan pertanyaan: “Apa yang ingin saya alami?”. Usaha mendalami masalah dan menjelaskan pemahaman terhadap masalah tersebut dengan tingkat kedalaman yang masih terbatas dan menunjukkan pemahaman tersebut melalui perancangan arsitektur interior.

Prasyarat: Telah memperoleh 114 sks dan telah mengikuti Perancangan Arsitektur Interior 5.

Buku Ajar:

1. John Zeisel, *Inquiry by Design*, W. W. Norton & Company, 2006
2. I. Border and K. Ruedi, *The Dissertation: an Architecture Student's Handbook*, Oxford University Press, 2000.
3. John Zeisel, *Inquiry by Design*, W. W. Norton & Company, 2006
4. Iain Border and Katarina Ruedi, *The Dissertation: an Architecture Student's Handbook*, Oxford University Press, 2000.
5. Murray Fraser, *Design Research in Architecture*, Ashgate Publishing, 2013

DESKRIPSI MATA AJAR PILIHAN

ENAI600019
AKUSTIK
3 SKS

Tujuan Pembelajaran:

Membekali mahasiswa prinsip dasar akustik ruang dan lingkungan agar mahasiswa mampu membuat analisa untuk menghasilkan desain akustik yang baik.

Silabus:

Dasar akustik, sifat bunyi, criteria akustik ruang, sistem penguat dan isolasi bunyi, bising lingkungan.

Prasyarat: -**Buku Ajar:**

1. Leslie L. Doelle & Lea Prasetio, *Akustik Lingkungan*, Erlangga, 1993
2. PH Parkin & HR Humpreys, *Acoustics Noise and Buildings*, Faber and Faber Ltd, 1984
3. Finarya Legoh & Siti Hajarinto, *Buku Ajar Akustik*, 2002

ENAI600020
ANATOMI RUANG
3 SKS

Tujuan Pembelajaran:

Menguasai pengetahuan dalam membongkar elemen dan sistem pada sebuah ruang terkait pemenuhan kebutuhan manusia penggunaannya.

Silabus:

Metode 'dissection' dalam anatomi sebagai sebuah pendekatan untuk membongkar ruang, memahami bagian-bagian, ciri-ciri, keterhubungan satu sama lain serta bagaimana semuanya membangun sistem bekerjanya ruang.

Anatomi ruang domestik: ruang servis domestik, *space saving strategy*, flow, fleksibilitas

Anatomi ruang publik: hirarki dan organisasi ruang publik, pemisahan depan-belakang, grid

Anatomi ruang untuk pengguna berkebutuhan khusus: konsep *enabling environment*, arsitektur untuk pengguna dengan keterbatasan penglihatan, pendengaran, mobilitas, arsitektur untuk anak dengan gangguan perkembangan (misalnya ADHD, autisme, keterbelakangan mental)

Prasyarat: -**Buku Ajar:**

1. Jean Baudrillard, *Structures of Interior Design in The Domestic Space Reader*, University of Toronto Press, 2012
2. Karel Teige, *The Minimum Dwelling*, MIT Press, 2002
3. Jeremy Till & Tatjana Schneider, *Flexible Housing*, Routledge, 2007
4. Erving Goffman, *Front and Back Region in Everyday Life in Everyday Life Reader* by Ben Highmore, Routledge, 2001
5. Jos Boys, *Doing Disability Differently: An alternative handbook on architecture, dis/ability and designing for everyday life*, Routledge, 2014

ENAI600021
APRESIASI SENI
3 SKS

Tujuan Pembelajaran:

Memahami seni dan apresiasi seni serta menerapkan praktek apresiasi seni melalui penyampaian deskripsi pengalaman (sense dan estetika) dan pemahaman (konsep dan teori) terhadap karya seni, berdasarkan kriteria teknis-formal maupun pemahaman teori-teori melalui pandangan interpretatif terhadap karya seni visual dan spatial yang relevan dengan arsitektur interior. Memahami konteks galeri seni dan proses kurasi.

Silabus:

Seni dan apresiasi seni. Kritik dan apresiasi seni. Dasar-dasar estetika. *Art history timeline*. Elemen visual pada karya seni visual. *Spatial art, multisensory art, public art*. Pengenalan galeri dan Galeri Nasional. Peran dalam dunia seni. Kurasi.

Prasyarat: -

Buku Ajar:

1. E H Gombrich, *The Story Of Art*, Paidon Press, 1995
2. Immanuel Kant, *The Critique Of Judgement*, Oxford University Press, 2009
3. Maurice Merleau-Ponty, *Phenomenology Of Perception*, Routledge, 2002
4. Thierry de Duve, *Kant After Duchamp*, MIT Press, 1996
5. L H Hanks, J Hale & S Macleod, *Making: Narratives, Architectures, Exhibitions, (Museum Meaning)*, Routledge, 2012
6. Joshua C Taylor, *Learning To Look*, University of Chicago Press, 1957

ENAI600022

DESAIN FURNITUR

3 SKS

Tujuan Pembelajaran:

Mengenalkan mahasiswa mengenai prinsip dasar perancangan furnitur sebagai benda pakai dan berfungsi sebagai elemen pembentuk kualitas ruang sejalan dengan rancangan arsitektur dan interioritasnya.

Silabus:

Furnitur sebagai benda pakai mempunyai prasyarat tertentu sesuai dengan maksud dan tujuan pembuatannya. Kualitas ruang dengan interioritasnya menjadi bagian yang tidak terpisahkan ketika merancang furnitur sebagai benda pakai. Dengan pemahaman yang terjalin ini, maka pembelajaran yang dilakukan akan meliputi: dasar konstruksi furnitur untuk berkegiatan, dan konstruksi furnitur yang membentuk kualitas ruang.

Prasyarat: -

Buku Ajar:

1. Joyce Ernest, *The Technique of Furniture Making*, B.T. Batsford Limited, 1970
2. *Sunset Series for Furniture Making, Cabinet and Book Shelves Making, Bedroom Storage; Kitchen Storage.*
3. Ernest Scott, *The Mitchell Beazley Illustrated Encyclopaedia of Working in Wood: Tools - Methods - Materials - Classic*, Mitchell Beazley, 1992

ENAR600026

FOTOGRAFI

3 SKS

Tujuan Pembelajaran:

Mahasiswa mampu membuat karya fotografi yang mengandung unsur seni dan komunikasi foto arsitektur melalui tata olah foto dan foto esai.

Silabus:

Memahami prinsip visual komunikasi melalui media dua dimensi, pencahayaan, prinsip sistem zona, prinsip visual grafis, *exposure management*, dan sistem penyempurnaan citra foto.

Prasyarat: -

Buku Ajar:

1. Michael Freeman, *The Photographer's Eyes*, Focal Press, 2007
2. Michael Freeman, *Perfect Exposure*, Focal Press, 2009
3. Michael Freeman, *The Photographer's Story*, Focal Press, 2012
4. Graham Clarke, *The Photograph*, Oxford University Press, 1997
5. Marita Sturken & Lisa Carthwright, *Practice of Looking*". Oxford University Press, 2nd edition, 2009
6. Soeprapto Soedjono, *Pot-Poutrri Fotografi*, Universitas Trisakti, 2007

ENAI600023

GAYA HIDUP DAN DESAIN ARSITEKTUR INTERIOR

3 SKS

Tujuan Pembelajaran:

Memahami peranan *lifestyle* dalam dunia desain interior dan penerapannya.

Silabus:

Mengenal dasar-dasar pengertian *lifestyle* dalam masyarakat dan dalam bidang perancangan interior. Perkembangan *style* dari periode Modern Awal sampai saat ini dan peranannya dalam perancangan interior. *Style* yang berlaku dalam masyarakat dan pengaruhnya terhadap perancangan interior.

Prasyarat: -

Buku Ajar:

1. Idi Subandy Ibrahim, *Lifestyle Ecstasy: Kebudayaan Pop dalam Masyarakat Komoditas Indonesia*, Jalasutra, 2004
2. Jean Baudrillard, *The Consumer Society: Myths and Structures 1st Ed*, Sage Publications Ltd, 1998
3. Dominic Strinati, *An Introduction to Theories of Popular Culture 2nd Ed*, Routledge, 2004
4. Agus Sachari & Yan Yan Sunarya, *Modernisme: Sebuah Tinjauan Historis Desain Modern*, Balai Pustaka, 1999
5. David Chaney, *Life Style: Key Ideas*, Routledge, 1996.
6. Francois Baudot, *Styles: Compendium of Interiors*, Assouline, 2005

ENAR600029

KOMUNIKASI DESAIN DIGITAL 2D

3 SKS

Tujuan Pembelajaran:

Mahasiswa dapat menggunakan media gambar 2D digital dalam alur kerja perancangan arsitektural, dapat memilih dan menggunakan ragam cara dan teknik dalam menggambar untuk tujuan tertentu.

Silabus:

Gambar berbasis CAD dan NURBS, gambar berbasis *pixel*, gambar berbasis *vector*, representasi arsitektural dan diagram.

Prasyarat: Telah mengikuti Desain Dasar 2 (atau Teknik Komunikasi Arsitektur atau Teknik Komunikasi Arsitektur Interior pada Kurikulum 2012)

Buku Ajar:

1. Hamad M.M, *Autocad 2010 Essentials*, Jones and Bartlett, 2010
2. Robert McNeel & Associates, *Rhinoceros: NURBS Modelling for Windows*, USA, 1998
3. H Sondermann, *Photoshop in Architectural Graphics*, SpringerWienNewYork, 2009

ENAR600029

KOMUNIKASI DESAIN DIGITAL 3D

3 SKS

Tujuan Pembelajaran:

Mahasiswa dapat menggunakan peralatan permodelan digital 3D dalam alur kerja perancangan arsitektural, dapat memilih dan menggunakan ragam jenis permodelan digital, dapat membuat representasi grafis yang tepat dari model yang dibuat.

Silabus:

Model digital berbasis Polygon dan NURBS, berpindah antar-platform, proses pengolahan representasi 2D dari model 3D, teknik render.

Prasyarat: Telah mengikuti Desain Dasar 2 (atau Teknik Komunikasi Arsitektur atau Teknik Komunikasi Arsitektur Interior pada Kurikulum 2012)

Buku Ajar:

1. Hamad M.M, *Autocad 2010 Essentials*, Jones and Bartlett, 2010
2. Robert McNeel & Associates, *Rhinoceros: NURBS Modelling for Windows*, USA, 1998
3. H Sondermann, *Photoshop in Architectural Graphics*, SpringerWienNewYork, 2009
4. Brightman, M. 2013. *The Sketchup Workflow for Architecture*. Wiley.

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MATERIALITAS DALAM ARSITEKTUR INTERIOR

3 SKS

Tujuan Pembelajaran:

Mahasiswa dapat memahami material sebagai bagian penting dari proses berpikir dan merancang.

Silabus:

Material dipahami secara konseptual melalui konsep materialitas; Kaitan antara material dengan tubuh manusia, ruang dan penginderaan; Tektonik dan detail dari material; Inovasi material dalam arsitektur interior.

Prasyarat: -

Buku Ajar:

1. Kenneth Frampton, *Studies in Tectonic Culture: The Poetics of Construction in Nineteenth and Twentieth Century Architecture*, The MIT press, 1995
2. K Lloyd Thomas (ed), *Material Matters: Architecture and Material Practice*, Routledge, 2007
3. Martin Bechtold, *Innovative Surface Structures: Technologies and Applications*, Taylor & Francis, 2008
4. Blaine Brownell, *Transmaterial: A Catalog of Materials That Redefine our Physical Environment (1, 2, & 3)*, Princeton Architectural Press, 2005, 2008, & 2010
5. Blaine Brownell, *Material Strategies: Innovative Applications in Architecture*, Princeton Architectural Press, 2012
6. Michael Bell and Jeannie Kim, ed, *Engineered transparency: the technical, visual, and spatial effects of glass*, Princeton Architectural Press, 2009
7. Andrea Bruno, et al, *Featuring Steel: Resources Architecture Reflections*, Arcelor Mittal, 2009
8. Sigfried Giedion, *Mechanization Takes Command: A Contribution to Anonymous History*, W.W. Norton, 1948
9. *Innovation in Glass*, Corning: Corning Glass Museum, 1999
10. Sheila Kennedy, *KVA: Material Misuse*, Architectural Association, 2001
11. Klaus-Michael Koch with Karl J. Habermann, *Membrane Structures: Innovative Building with Film and Fabric*, Prestel, 2004
12. Christian Schittich, et al, *Glass Construction Manual*, Birkhauser, 2007
13. Thomas Schropfer, *Material Design: Informing Architecture by Materiality*, Birkhauser, 2011
14. Toshiko Mori, *Immaterial Ultramaterial*, George Brazillier, 2002

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OBJEK SPASIAL

40

3 SKS**Tujuan Pembelajaran:**

Mahasiswa memahami dan mengenali objek-objek berdimensi spasial yang berpotensi dalam membentuk kualitas ruang arsitektur interior. Mahasiswa mampu mengembangkan gagasan rancangan objek spasial dalam konteks arsitektur interior dan merealisasikannya hingga tahap purwarupa arsitektur.

Silabus:

Pengertian objek spasial dan kaitannya dalam membentuk kualitas ruang; Metode kreatif pengembangan rancangan objek spasial; Material, alat, teknik dan teknologi dalam pembuatan objek spasial; Pengembangan rancangan objek spasial; Realisasi rancangan ke tahap purwarupa.

Prasyarat: -**Buku Ajar:**

1. Michalko, Michael. *Thinkertoys*. Berkeley, Calif.: Ten Speed Press, 2006
2. Moore, Rowan. *Why We Build*.
3. Gorman, Carma. *The Industrial Design Reader*. New York: Allworth Press, 2003
4. Meikle, Jeffrey L. *Design In The USA*. Oxford: Oxford University Press, 2005
5. Yelavich, Susan, and Elio Caccavale. *Design As Future-Making*.
6. Rodgers, Paul, and Alex Milton. *Product Design*. London: Laurence King, 2011
7. Aspelund, Karl. *The Design Process*. Fairchild Books.
8. Norman, Donald A. *The Psychology of Everyday Things*. New York: Basic Books, 1988
9. Karl. T. Ulrich & Steven D. Epingger. *Product Design Development*. 3rd Edition. Mc Graw-Hill. 2004
10. Dieter. *Design Engineering*, 3rd edition, Mc.Graw Hill, 2000
11. James G. Bralla. *Design For Excellence*. McGrawHill, 1996
12. Milton D. Rosenav, Jr. et. al. *The PDMA Handbook of New Product Development*, John Willey & Sons, 1996
13. Hamid Noor & Russel Radford. *Production & Operation Management*, McGrawHill, 1995

ENAR600037**PSIKOLOGI ARSITEKTUR****3 SKS****Tujuan Pembelajaran:**

Menggunakan pengetahuan konsep dasar proses psikologik untuk identifikasi dan analisis kebutuhan manusia dalam menggunakan ruang bangunan maupun ruang luar.

Silabus:

Hubungan antara arsitektur dan perilaku manusia, motivasi, kebutuhan dan nilai sebagai dasar tindakan manusia, persepsi Gestalt, persepsi ekologi (Gibson), affordances dan penerapannya dalam arsitektur, pengertian kognisi dan penerapannya dalam arsitektur, personal space, privacy, territoriality, crowding, post occupancy evaluation (POE).

Prasyarat: -**Buku Ajar:**

1. Bell, Fischer, Greene, *Environmental Psychology*, Harcourt Publisher, 1996
2. Bryan Lawson, *The Language of Space*, Architectural Press, 2001
3. Byron Mikellides, *Architecture for People: Exploration in a New Humane Environment*, 1980
4. Wolfgang F.E. Preisser, Harvey Z. Rabinowitz, Edward T. White, *Post-Occupany Evaluation*, Van Nostrad Reinhold, 1988
5. Dak Kopec, *Environmental Psychology for Design*, Fairchild Books, 2012

ENAI600026**RUANG PAMER DAN NARASI****3 SKS**

Tujuan Pembelajaran:

Memperkenalkan dasar-dasar perancangan ruang pameran melalui pendekatan naratif dan pemikiran kritis terkait pengalaman interpretatif terhadap objek.

Silabus:

Fokus utama dari mata kuliah ini ditekankan pada berbagai tipe ruang pameran dan proses merancang ruang pameran dengan tujuan menciptakan pengalaman ruang yang berkesan, terhadap berbagai objek, ide, dan informasi pada ruang fisik maupun virtual. Tipe/jenis ruang pameran; exhibition, museum, *pop-up event*. Pendekatan naratif dalam merancang ruang. Pengembangan konsep kurasi, merancang berbagai strategi dalam display, grafis dan material.

Prasyarat: -

Buku Ajar:

1. Martin M Pegler, *Visual Merchandising and Display*, Blomsbury Academic, 2011
2. David Dornie, *Exhibition Design*, Laurence King Publisher, 2006
3. Pam Locker, *Basic Interior Design : Exhibition Design*, Ava Publishing, 2011
4. Reesa Greenberg, Bruce W.Ferguson and Sandy Nairne, *Thinking About Exhibitions*, Routledge, 1996
5. Kossman De Jong, *Engaging Space: Exhibition Design Explored*, Frame Publisher, 2012
6. Bryan Lawson, *Language of Space*, Routledge, 2001
7. L H Hanks, J Hale & S Macleod, *Making: Narratives, Architectures, Exhibitions, (Museum Meaning)*, Routledge, 2012
8. David Dean, *Museum Exhibition*, Routledge, 1996
9. Kathleen McLean, *Planning for People in Museum Exhibitions*, Association of Science-Technology Centers, 1993
10. Nigel Holmes, *The Best in Diagrammatic Graphics*, Rotovision, 1996
11. Giles Velarde, *Designing Exhibitions 2nd ed*, Gower Pub, 2001
12. Stephanie Weaver, *Creating Great Visitor Experiences: A Guide for Museums, Parks, Zoos, Gardens & Libraries*, Routledge, 2008
13. John H Falk, *Identity and the Visitor Experience*, Routledge, 2009
14. Nina Simon, *The Participatory Museum, Museum 2.0*, 2010
15. Porter Abbott, H, *The Cambridge Introduction to Narrative*, Cambridge University Press, 2002
16. Potteiger, M and Purington, J, *Landscape Narratives: Design Practices for Telling Stories*, John Wiley and Sons, 1998

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SENI DAN ARSITEKTUR

3 SKS

Tujuan Pembelajaran:

Mahasiswa memahami kekuatan seni dalam ruang arsitektur; Mahasiswa dapat mencipta karya seni dalam setting ruang arsitektur.

Silabus:

Seni dan arsitektur, Art Nouveau and Art Deco, Bauhaus, International Style, Kubisme, Surealis, dll, instalasi arsitektur dan seni, instalasi dalam *setting: Happy Art*; detail dalam elemen arsitektur;

Prasyarat: -

Buku Ajar:

1. Cinthya Maris Dantzic, *Design Dimensions, An Introduction to the Visual Surface*, Prentice Hall College Div, 1990
2. Maly and Dietfried Gerhardus, *Cubism and Futurism: The evolution of the self-sufficient Picture*, Phaidon Oxford
3. Arsen Pohribny, *Abstract Painting*, Phaidon Oxford
4. "The Ideal Place" in Art and Design Magazine No.42.
5. Chris Drury, *Silent Spaces*, Thames and Hudson Ltd, 1989
6. Fiedler Jeannine and Peter Feierabend, *Bauhaus*, Konemann, 1999
7. Booqs, *1000 Details in Architecture*, Belgium, 2010
8. William Hardy, *A Guide to Art Nouveau Style*, World Pubns, 1996

9. Patrick Lowry, *The Essential Guide to Art and Design*, Hodder & Stoughton, 1997

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TATA CAHAYA UNTUK ARSITEKTUR INTERIOR

Tujuan Pembelajaran:

Mahasiswa mampu merancang tata pencahayaan interior dan exterior dengan pencahayaan buatan maupun alami melalui proses pembelajaran secara kritis, aktif dan kolaboratif berbasis masalah fungsional dan estetika.

Silabus:

Dasar cahaya, warna, cahaya alami, cahaya buatan, distribusi cahaya, Pencahayaan interior, Pencahayaan exterior (Fasade rumah & bangunan tinggi), urban lighting

Prasyarat: -

Buku Ajar:

1. William M.C. Lam, *Perception and Lighting as Formgivers for Architecture*, McGraw-Hill, 1977
2. Norbert Lechner, *Heating Lighting Cooling*, 2nd edition, translated by PT RajaGrafindo Persada, 2007
3. John E Flynn, *Architectural Interior System*, Van Nostrand Reinhold Environmental Engineering Series, Van Nostrand Reinhold Company, 1971

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KAJIAN MANDIRI

3 SKS

Tujuan Pembelajaran:

Memiliki wawasan pengetahuan lanjut arsitektural dalam berbagai topik dan menerapkannya dalam pengembangan gagasan intervensi arsitektural.

Silabus:

Kajian pengetahuan arsitektural lanjut dalam sebuah konteks tertentu; pengembangan gagasan intervensi arsitektural berdasarkan kajian mendalam atas konteks dan kajian teoritis dalam topik yang terkait.

Prasyarat: -

Buku Ajar: Disesuaikan dengan topik yang ditawarkan

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KAJIAN PERANCANGAN

3 SKS

Tujuan Pembelajaran:

Mampu mengembangkan keahlian dasar dalam hal membaca, meriset dan menulis sebuah tulisan ilmiah yang terkait dengan kegiatan perancangan.

Silabus:

Mengkomunikasikan proses perancangan dalam bentuk tulisan yang memenuhi kaidah penulisan ilmiah. Mengkomunikasikan secara runtun dan sistematis melalui tulisan hasil kajian literatur, pengembangan metoda perancangan dan proses perancangan.

Prasyarat: Sedang mengikuti Tugas Akhir.

Buku Ajar:

1. John Zeisel, *Inquiry by Design*, W. W. Norton & Company, 2006
2. David Evans & Paul Gruba, *How To Write A Better Thesis Dissertation*, Springer, 2014

3. F. Crews. *The Random House Handbook, ed, pgs 10-114*, McGraw-Hill Higher Education, 1992
4. I. Borden and K. Ruedi, *The Dissertation: an Architecture Student's Handbook*, Oxford University Press, 2000.
5. T. Y. Hardjoko, *Panduan Meneliti dan Menulis Ilmiah*, Departemen Arsitektur Universitas Indonesia, 2005

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KAPITA SELEKTA
3 SKS

Tujuan Pembelajaran:

Memperluas wawasan mahasiswa dalam berbagai topik pengetahuan yang mendukung penguasaan pengetahuan arsitektur dan keterampilan desain.

Silabus:

Topik-topik pilihan yang relevan dengan pengetahuan arsitektur, keterampilan desain dan perkembangannya.

Prasyarat: Disesuaikan dengan topik yang ditawarkan

Buku Ajar: Disesuaikan dengan topik yang ditawarkan

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KERJA PRAKTEK/KKN
3 SKS

Tujuan Pembelajaran:

Mahasiswa memahami proses perencanaan, pelaksanaan dan evaluasi pada aktifitas rekayasa. Mahasiswa mengetahui pola kerja tim bersama disiplin ilmu terkait di dunia profesi dalam arti luas, mengenal dan memahami proses perencanaan, perancangan dan pelaksanaan suatu lingkungan-bina dengan ikut terlibat dalam kapasitas sebagai Asisten Perencana/ Perancang Arsitektur/Interior, Asisten Pelaksana Lapangan, Asisten Pengawas Lapangan atau Arsitek/ Arsitek Interior Komunitas

Silabus:

Proses pengelolaan proyek secara nyata di perusahaan, biro bangunan atau organisasi. Metoda penyusunan proposal sederhana dan metoda pelaporan hasil kerja lapangan. Metoda presentasi. Metode pengolahan bahan, data, alat, sumberdaya manusia dan koordinasi antar *stakeholders* dalam aktifitas perencanaan rekayasa dan implementasinya.

Prasyarat: -

Buku Ajar: -

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TOPIK KHUSUS ARSITEKTUR INTERIOR
3 SKS

Tujuan Pembelajaran:

Mampu menjabarkan perkembangan pengetahuan dan isu-isu terkini terkait interioritas dan arsitektur interior

Silabus:

Kajian perkembangan teori terkait interioritas; isu-isu terkini yang terkait arsitektur interior dan interioritas; perkembangan dalam disiplin ilmu lain yang mempengaruhi perkembangan pengetahuan arsitektur interior.

Prasyarat: Disesuaikan dengan topik yang ditawarkan

Buku Ajar: Disesuaikan dengan topik yang ditawarkan