

HISTORY OF INTERIOR DESIGN 1 SYLLABUS

IND2100

Days: Lectures on Mondays and Wednesdays; Online Assessments on Fridays (no class meeting)

Period 6 (12:50-1:40 pm)

Location: Fine Arts C, 0127

Instructor: Morris Hylton III

Teaching Assistant: To Be Announced

COURSE DESCRIPTION

Design is a product of the period and culture in which it is created. It is a physical representation of political, religious, aesthetic, socioeconomic, or other values shared by a society. Conversely, design can be deliberately used to represent specific ideals, encourage certain activities, and thus influence society and culture. Studying the history of design is a way of exploring, comparing, and contrasting past and present cultures. Studying the history of design also provides insight into the origins and meanings of today's built environment. For professionals, knowledge of interior design history can help inform contemporary practice.

This course offers a critical overview of the history of interior design, its connection to different periods and cultures, and its integral relationship with architecture and decorative arts. The course covers a period of some 6,000 years, spanning Prehistory to the initial phase of the Industrial Revolution (ca.1800). While the geographical emphasis is European and American, the course also includes design practices and traditions of non-Western cultures, such as Middle Eastern and Asian. Example interiors covered in the course include: icons, like the Great Pyramids of Ancient Egypt or Forbidden City in China; those that most embody their time and place, including the Pantheon in Italy; and well-preserved case studies of specific types or styles, such as The Palace of Versailles, France.

The concept of international cultural heritage conservation and how it contributes to our understanding of the built environment is introduced through a series of special topic lectures. These lectures highlight the restoration of significant historic interiors at World Heritage sites and the new discoveries made during the process.

GENERAL EDUCATION PURPOSE OF THE COURSE

This course fulfills a "Humanities" and "International" general education requirement. General Education Student Learning Outcomes include:

General Education Student Learning Outcomes

- Attain a global perspective of human achievements in nineteenth- and twentieth-century architecture, interior design, and decorative arts and their relevance and impact on contemporary life.
- Associate key examples of architecture, interiors, furnishings and decorative arts and their character-defining features with influential developments in history, including changes in social, cultural, economic, political, and other values and norms; aesthetic preferences; and / or geography, building resources, and technologies.

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- Compare and contrast past and present values of different cultures through time and how these changing values have informed the design of today's built environment.
- Require an understanding of the theory and methodologies associated with design, specifically interior design, and the determinants that helped shape the discipline over time.

OTHER STUDENT LEARNING OUTCOMES

- Develop a vocabulary to describe and differentiate architecture, interiors, furnishings, and decorative arts from different time periods, cultures, and geographic locations.
- Recognize and describe associative periods and movements in art.
- Acquire basic skills for analyzing and describing interiors.
- Gain an appreciation for the built environment, its history, its development over time, and its conservation and interpretation.

COURSE STANDARDS

The learning outcomes of this course adhere to the 2009 Professional Standards established by the Council for Interior Design Accreditation including, but not limited to, the following:

Standard 8. History

Entry-level interior designers apply knowledge of interiors, architecture, art, and the decorative arts within a historical and cultural context.

Student Learning Expectations

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

Students are **able** to identify:

- b) Movements and periods in interior design and furniture.
- c) Movements and traditions in architecture.
- d) Stylistic movements and periods of art.

COURSE ORGANIZATION

Lessons, readings, assessments (quizzes), assignments, and discussion posts are interrelated learning opportunities that help students achieve course objectives.

Each module contains three assessments (collectively worth 35 points):

- Quiz (15 points)
- Assignment (10 points)
- Discussion Posts (5 points each, 10 points total)
- Modules 8 and 16 are mid-semester and final projects (60 points each, 120 points total)

COURSE POLICIES

ASSESSMENT

At the end of each module, students are to complete three assessments: a quiz, an assignment, and discussion posts. As stated in the previous section, each of these assessments must be completed in the allotted time frame:

- Modules and assessments close (due date) on Sundays at 11:59 pm

Quizzes

DESCRIPTION: Quizzes are comprised of 15 multiple choice questions. Each question pertains to a provided image from one of the three lessons or the special topic lecture. The quizzes are timed. Students have one and a half minutes (90 seconds) to review each image and answer the corresponding question. Each quiz is worth 15 points.

OBJECTIVE: Quizzes assess student knowledge of the subject matter presented in the lessons of the current module including: recognizing major buildings and interiors, identifying style and stylistic characteristics presented in lessons, and understanding the context and determinants that helped shape the styles.

COMPLETION: Quizzes are administered through the “Text & Quizzes” page of Sakai e-Learning.

Assignments

DESCRIPTION: With each module, students are required to complete a written assignment (maximum 500 words) about an aspect of the subject matter presented in the lessons of the current module. Each assignment is worth 10 points.

OBJECTIVE: Assignments ask students to apply newly acquired design knowledge and vocabulary terms to identify and describe stylistic characteristics or compare and contrast different design styles.

SUBMISSION: Assignments are released on the “Assignments” page of Sakai e-Learning. Students will submit (upload) completed assignments through the “Assessment” page of Sakai e-Learning.

Discussion Posts

DESCRIPTION: Each week, students will be asked to respond to a question(s) or comment(s) and to discuss the question with their virtual classmates. Students are required to complete two discussion posts per module. Each discussion post is worth 5 points.

OBJECTIVE: Discussion posts connect students to other students enrolled in the course and provide them a forum to explore and share course content for their individual perspectives.

PARTICIPATION: To participate in discussion posts, students will go to the “Discussion” page of Sakai e-Learning.

Mid-Point and Final Projects (“Exploring the influence of Historical Design Styles”)

DESCRIPTION: These projects ask students to critically evaluate their own environment and identify and describe examples of buildings, interiors, furnishings, and fine and decorative arts

that have been influenced by a historic design style and/or movement.

Students should explore their own home, the homes of family and friends, their work place, civic architecture (libraries, churches, schools, etc.), and other places where there is public access and photographs can be taken. The mid-point and final projects are worth 60 points each.

OBJECTIVE: The Mid-Point and Final Projects ask students to use their visual analysis skills and apply their design history knowledge and vocabulary to critically assess today's built environment and materials culture and how it was influenced by past styles.

SUBMISSION: The Mid-point and Final Projects are released on the "Assignments" page of Sakai e-Learning. Students will submit (upload) completed projects through the "Assessment" page of Sakai e-Learning.

Make-up Assessments

Requirements for class attendance and make-up quizzes, assignments, discussion post, and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Special Accommodations

Students requesting classroom accommodation must first register with the Disability Resource Center at University of Florida Dean of Students Office. The Dean of Students Office will review the case and, if appropriate, provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. More information can be found at:

<http://www.dso.ufl.edu/drc/getstarted.php>

Academic Integrity and the UF Honor Code

All students at the University of Florida are expected to adhere fully to University of Florida Student Honor Code. The Honor Code can be viewed at:

<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>.

The Honor Code outlines the expectations for student conduct in regard to academic honesty. All students should review this policy to understand the range and scope of the standards and the seriousness of any infractions of the code. The policy places full responsibility on students to know and adhere to these standards for academic integrity.

All examinations, quizzes, design projects, and assignments in the Department of Interior Design are subject to this policy. Maintaining strict academic integrity is a priority of the Department of Interior Design and all instructors will fully enforce the UF Honor Code in their studios and classes. A strict adherence to the Honor Code is expected by the University of Florida and reflects the ethical standards of the interior design profession.

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Grades

A	93-100	4.0
A-	90-92	3.67
B+	88-89	3.33
B	83-88	3.0
B-	80-82	2.67
C+	78-79	2.33
C	73-77	2.0
C-	70-72	1.67
D+	68-69	1.33
D	58-67	1.0
D-	55-57	0.67
E	55 and Below	0.0

Information on the University of Florida grading policy can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

TEXTS

Required

Harwood, Buie, Bridget May, and Curt Sherman. *Architecture and Interior Design: An Integrated History to the Present*. Saddle River, New Jersey: Prentice Hall, Pearson Education, Inc. 2012.

ISBN: 0-13-509357-0

Recommended

Ching, Francis D.K. *A Visual Dictionary of Architecture*. New York: Van Nostrand Reinhold., 1995.

(ISBN: 978-0-44200-904-5)

Hinchman, Mark. *History of Furniture: A Global View*. New York: Fairchild Books, Inc., 2009.

(ISBN: 978-1-56367-544-7)

Supplemental

Supplemental materials and additional references, including Special Topic websites and readings, will be posted on Sakai eLearning.

WORK PRODUCT

All work produced in class is property of the University of Florida Interior Design Department. Instructor will keep copies of all participants' work product.

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INSTRUCTOR AND TEACHING ASSISTANT CONTACT INFORMATION

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