

IND2130 HISTORY OF INTERIOR DESIGN 2

University of Florida College of Design, Construction and Planning, Department of Interior Design

HISTORY OF INTERIOR DESIGN 2 SYLLABUS

Course No: IND 2130, Sections: 0245 (online) and 3288 (live class)

Days: M-W (With the live class, Fridays are reserved for students to complete assessments online)

Period 6 (12:50 am–1:40 pm)

Location: Rinker Hall (RNK), Room 230

Instructor: Morris Hylton III, Director of Historic Preservation Program

Teaching Assistants: Rachel Parker and Anastasia VanDyke

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 interior design in the nineteenth and twentieth centuries, its expression in different places and cultures, and its integral relationship with architecture and decorative arts. The course covers a period of some 200 years, spanning from ca.1800 to the present day. While the geographical emphasis is Europe and America, the course also includes design practices and traditions of non-Western cultures, such as Asia and South America.

Example interiors covered in the course include: icons, like the Modernist Bauhaus (1914) in Dessau, Germany by Walter Gropius; those that most embody their time and place, such as the Gilded-Age New York Yacht Club (1900) in New York City by Warren & Wetmore; and well-preserved case studies of specific styles including the Red House (1859) in London, England, by Philip Webb for William Morris, an example of the Arts and Crafts aesthetic.

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-, twentieth-, and early twenty-first century architecture, interior design, and decorative arts and their relevance and impact on contemporary life.
- Associate key examples of architecture, interiors, furnishings, and fine 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.
- 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, quizzes, and discussion posts are interrelated learning opportunities that help students achieve course objectives. All lessons and assessments will be provided on Canvas eLearning.

Each module contains two assessments (collectively worth 30 points):

- Quiz (20 points)
- Discussion Posts (5 points each, 10 points total)
- Modules 8 and 16 focus on a mid-semester and final project (collectively worth 200 points)

COURSE POLICIES

ASSESSMENT

At the end of each module, students are to complete a quiz and discussion posts. 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 20 multiple choice, true and false, write-in, and other types of questions. Some questions pertain to a provided image or information from one of the lessons. The quizzes are timed. Students have one and a half minutes (30 minutes) to review each image and answer the corresponding question. Each quiz is worth 20 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.

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.

Mid-Point and Final Projects (“Design Style and History Scavenger Hunt” – Parts 1 and 2)

Exploring the Influence of Design Styles Mid-Point and Final Projects (also referred to as the “Design Style and History Scavenger Hunt”) ask students to critically evaluate their own environment and identify examples of buildings, interiors, furnishings, and fine and decorative arts that have been influenced by a historic design style and movement. Students are then asked to describe the characteristics that identify it with the historic style.

Students will identify buildings, spaces, furnishings, etc. on campus and throughout Gainesville as offered in clues provided in a handout and identify their styles and characteristics that associate them with that style. The mid-point and final projects are worth 100 points each.

Make-up Assessments

Requirements for class attendance and make-up quizzes, discussion posts, 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

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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.

Grades

A	93-100	4.0
A-	90-92	3.67
B+	88-90	3.33
B	83-88	3.0
B-	80-82	2.67
C+	78-80	2.33
C	73-77	2.0
C-	70-72	1.67
D+	68-70	1.33
D	58-67	1.0
D-	55-56	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>

READINGS

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

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

ISBN: 978-1-56367-544-7

Supplemental

Supplemental readings materials and additional references, including websites, will be announced in class and posted on eLearning.

Curtis, William, J.R. *Modern Architecture since 1900* (Third Edition). London: Phaidon Press, 1996.

Downing, Antoinette, F. and Scully, Vincent, Jr., J. *The Architectural Heritage of Newport Rhode Island, 1640-1915*. New York: C.N. Potter, 1967.

Harwood, Buie, Bridget May, and Curt Sherman. *Architecture and Interior Design from the 19th Century: An Integrated History, Volume 2*. Upper Saddle River, New Jersey: Pearson, Prentice Press, 2009.

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

Hitchcock, Henry-Russell and Philip Johnson. *The International Style* (Third Edition). New York: W.W. Norton & Company, 1995.

Ireland, Jeannie. *History of Interior Design*. New York: Fairchild Books, Inc., 2009.

LeCorbusier. *Towards a New Architecture*. New York: Dover Publications, Inc., 1986 (originally published in 1931).

Massey, Anne. *Interior Design since 1900* (Third Edition). London: Thames & Hudson World of Art, 2008.

Scully, Jr., Vincent J. *The Shingle Style and the Stick Style: Architectural Theory and Design from Downing to the Origins of Wright* (Sixth Edition). New Haven and London: Yale University Press, 1978.

Sparke, Penny. *The Modern Interior*. London: Reaktion Books Ltd., 2008.

Turpin, John. "A History of Women in Interior Design: A Review of Literature," *Journal of Interior Design*, 2008.

Venturi, Robert. *Complexity and Contradiction in Architecture* (Second Edition). New York: The Museum of Modern Art, 1992.

INSTRUCTOR / TEACHING ASSISTANT CONTACT INFORMATION

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University of Florida College of Design, Construction and Planning, Department of Interior Design

Morris Hylton III, Director of Historic Preservation

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Office Hours: Wednesday 3:00-5:00 pm or by appointment

WORK PRODUCT

All work produced in class is property of the University of Florida Department of Interior Design.

Instructors will keep samples of student work.