**Introduction to Themed Environments**

ARC5040 Section: 0711-LEC

***Class Periods:*** Thursday 6:30-9:30.

***Location:*** On-line and CityLab

***Academic Term:*** Fall 2020

***Instructor:***

Steven Grant

steven.grant@ufl.edu

407-610-8325

Office Hours: by appointment

***Course Description***

A historical and theoretical interpretation of the industry is provided through a survey of its history, philosophical basis, aesthetics, theater, practice, processes, and guest experience. Course structure foreshadows following course work: design and documentation, fabrication and execution, and development and operations.

***Topics of Inquiry***

Explore project typologies from inception to delivery, essential interdisciplinary relationships, and the importance of embracing materials and fabrication methodologies throughout the design process. We will examine historical context, industry outlook, and the inherit interconnectedness with the craft of storytelling through the definition and development of architectural language(s). These are investigated within activities and discussions on precedence, architectural influence, technology, philosophy, and the notion that design has many faces we have yet to fully explore.

***Course Pre-Requisites / Co-Requisites***

None.

***Course Objectives***

* Understand Story as the basis of themed environments.
* Explore the philosophies, arts and aesthetics that influenced themed environments.
* Review theatre’s history and technical arts, and how theatre influences themed environments.
* Review how spaces in themed environments utilize scale, measure, and special effects relative to human perception and sensory functions in themed environments.
* Review and refine a sense of design process / methodology as it relates to the design of themed environments.
* Explore the many building typologies of themed environments.
* Review the themed environments design industry.
* Review the differences between traditional design and construction practices and processes and those of themed environments.
* Introduce and develop an understanding of the major differences between traditional “architectural practice” and the practice of themed environment design.
* Explore current digital and analog standards and skill sets.

***Required Texts***

*A Reader in Themed and Immersive Spaces*, by Scott A. Lukas et al. [ Free PDF download or pay for a copy on a pay per print model. <http://press.etc.cmu.edu/content/reader-themed-and-immersive-spaces>]

Boyd, Brian. *On the Origin of Stories; Evolution, Cognition, and Fiction*. Cambridge: The Belknap Press of Harvard UP. 2009. [You can download this book through the UF library. We will only be reading a portion of this book. ]

Brooks, Peter. *Realist Vision*. New Haven: Yale UP. 2005. [This book may be digitally accessed through the University of Florida library. We will only be reading a portion of this book.]

Dutton, Dennis. *The Art Instinct: Beauty, Pleasure, and Human Evolution*. New York: Bloomsbury Press. 2009. [We will only be reading a portion of this book so you may want to buy a used copy or download the book.]

Gottdiener, Mark*. The Theming of America: Dreams. Visions, and Commercial Spaces*. Boulder: Westview Press, 2001 second edition. [We will only be reading a portion of this book. Buy a used copy. Note that this is the 2nd edition, if second edition is not available purchase 1st edition]

Johnson, Andrew P. *A Short Guide to Academic Writing*.

Lupton, Ellen. *Design is Storytelling*. New York: Cooper Hewitt, Smithsonian Design Museum. 2017.

King, Ross. *Brunelleschi’s Dome*. New York: Penguin. 2000.

“She Ji: The Journal of Design, Economics, and Innovation”. [This Journal may be accessed via Science Direct. <https://www.sciencedirect.com/journal/she-ji-the-journal-of-design-economics-and-innovation/about/aims-and-scope>]

*Theme Park Landscapes: Antecedents and Variations*. Ed. Terence Young and Robert Riley. Dumbarton Oaks Research Library and Collection Washington, D.C..2002. [We will only be reading a portion of this book. Download: <https://www.doaks.org/resources/publications/books/theme-park-landscapes-antecedents-and-variations>]

***Recommended Texts***

Cohen, Robert. *Theatre*. New York: McGraw Hill. I based my curriculum content on the 7th edition 2006, but there have been numerous editions since.

Dunlop, Beth. *Building a Dream: The Art of Disney Architecture*. New York: Abrams, 1996. Print.

Farrelly, Elizabeth. *Blubberland, The Dangers of Happiness*. Cambridge: MIT P. 2008.

Harari, Yuval Noah. *21 Lessons for the 21st Century*. New York: Spiegel & Grau. 2018

Hench, John, and Pelt P. Van. *Designing Disney: Imagineering and the Art of the Show*. New York: Disney Editions, 2008. Print.

Marling, Karal A. *Designing Disney's Theme Parks: The Architecture of Reassurance.* Montreal: Centre Canadian d ‘architecture/Canadian Centre for Architecture, 1997. Print.

Price, Harrison. *Walt’s Revolution by the Numbers*. Orlando: VP Publishing.

Shelley, James, "The Concept of the Aesthetic", The Stanford Encyclopedia of Philosophy (Winter 2017 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/win2017/entries/aesthetic-concept/>.

*Walt Disney Imagineering: A Behind the Dreams Look at Making the Magic Real*. New York: Disney Editions, 1996. Print.

***Methodology***

1. **Reading Assignments**: Each class period will have assigned readings.
2. **Journal papers**: Journals assignments are based on readings assigned for a class. Journal entries should do two things: provide a response to the assignment and include an element of self-reflection. Journal Entries will be graded as completed or not completed.
3. **Focus Papers:** This program includes many writing assignments. Writing is a very important part of your learning process and your professional career. Your focus papers will be presented during class. Focus papers will be reviewed and graded on the quality and content of your writing.
4. The purpose of the assigned readings, journal and focus papers and the collaborative project is to explore how we collaborate. The assignments are judged according to creative implementation of integration strategies (process) with equal weight to the problem solution.

***Course Schedule***

**Week 1:** Introduction

**Week 2:** Philosophy: Modernism to Post-Modernism

**Week 3:** Story Magic: Storytelling in Themed Design

**Week 4:** Theatre 1

**Week 5:** Story: Philosophy Presentations and Discussions

**Week 6:** Theatre 2 – Technical

**Week 7:** Design– Art direction and show

**Week 8:** History of Theme Parks

**Week 9:** History of Themed Environments

**Week 10:** Development and Operations

**Week 11:** Design – Facility, show and ride

**Week 12:** Documentation and coordination

**Week 13:** Fabrication and Execution

**Week 14:** The Future of the Industry

**Week 15:** Diversity in the Industry

# Attendance Policy, Class Expectations, and Make-Up Policy

State whether attendance is required and if so, how will it be monitored? What are the penalties for absence, tardiness, cell phone policy, laptop policy, etc. What are the arrangements for missed homework, missed quizzes, and missed exams? This statement is required: Excused absences must be consistent with university policies in the [Graduate Catalog](https://catalog.ufl.edu/graduate/?catoid=10&navoid=2020#attendance) and require appropriate documentation. Additional information can be found in [Attendance Policies](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/).

***Evaluation of Grades***

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Total Points** | **%of Final Grade** |
| Journal Paper 1 | 10 | 5 |
| Journal Paper 2 | 10 | 5 |
| Journal Paper 3 | 10 | 5 |
| Journal Paper 4 Theatre Review | 10 | 5 |
| Journal Paper 5 | 10 | 5 |
| Focus Paper 1 | 40 | 20 |
| Focus Paper 2 | 40 | 20 |
| Focus Paper 3 | 40 | 20 |
| Participation/ Attendance  | 30 | 15 |

***Grading Policy***

The following is given as an example only.

|  |  |  |
| --- | --- | --- |
| **Percent**  | **Grade**  | **Grade Points**  |
| 90.0 - 100.0  | A  | 4.00  |
| 87.0 - 89.9  | A-  | 3.67  |
| 84.0 - 86.9  | B+  | 3.33  |
| 81.0 – 83.9  | B  | 3.00  |
| 78.0 - 80.9  | B-  | 2.67  |
| 75.0 - 77.9  | C+  | 2.33  |
| 72.0 – 74.9  | C  | 2.00  |
| 69.0 - 71.9  | C-  | 1.67  |
| 66.0 - 68.9  | D+  | 1.33  |
| 63.0 - 65.9  | D  | 1.00  |
| 60.0 - 62.9  | D-  | 0.67  |
| 0 - 59.9  | E  | 0.00  |

More information on UF grading policy may be found at:

[UF Graduate Catalog](https://catalog.ufl.edu/graduate/?catoid=10&navoid=2020#grades)
[Grades and Grading Policies](https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/)

# Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](https://disability.ufl.edu/students/get-started/). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

# Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](https://gatorevals.aa.ufl.edu/). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students on the [Gator Evals page](https://gatorevals.aa.ufl.edu/).

# University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” [The Honor Code](https://sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

# Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

# Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](https://registrar.ufl.edu/catalog0910/policies/regulationferpa.html).

# Campus Resources:

## Health and Wellness

**U Matter, We Care:**

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** [counseling.ufl.edu/cwc](http://www.counseling.ufl.edu/cwc), and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**Sexual Assault Recovery Services (SARS)**

Student Health Care Center, 392-1161.

**University Police Department**at392-1111 (or 9-1-1 for emergencies), or [police.ufl.edu](http://www.police.ufl.edu/).

## Academic Resources

[**E-learning technical support**](https://elearning.ufl.edu/), 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

[**Career Resource Center**](https://www.crc.ufl.edu/), Reitz Union, 392-1601. Career assistance and counseling.

[**Library Support**](http://cms.uflib.ufl.edu/ask), Various ways to receive assistance with respect to using the libraries or finding resources.

[**Teaching Center**](https://teachingcenter.ufl.edu/), Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

[**Writing Studio**](https://writing.ufl.edu/writing-studio/)**,** 302 Tigert Hall*,* 846-1138. Help brainstorming, formatting, and writing papers.

[**Student Complaints Campus**](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)

[**On-Line Students Complaints**](http://www.distance.ufl.edu/student-complaint-process)