IND 2100 HISTORY OF INTERIOR DESIGN I
FALL TERM, 2021
Instructor: Erin Cunningham
Office: Architecture Building, Room 344
Email: ekc@ufl.edu (This is my preferred method of contact; I respond daily)
Meeting times: M I Period 7 (1:55 PM – 2:45) W I Period 7-8 (1:55 PM- 3:50 PM)
Office Hours: 11:00-1:00pm Monday or by appointment

COURSE DESCRIPTION

This course traces the evolution of interior design from Antiquity to the early 19th century. In this course, interior environments will be explored in relation to their social, political, cultural, and architectural contexts. The focus of this course will be on world culture and the transmission of ideas between continents and cultures that shaped thinking about interior space. In special discussion classes, interspersed throughout the term, students will explore how notions of race, gender and identity developed in response to this cultural contact and how notions of the feminine, the masculine, the exotic, and the “other” impacted the development of historic interiors. Importantly, by highlighting domestic and vernacular spaces, this course intends to expand upon the traditional emphasis on pyramids, cathedrals and temples in order to provide students with a fuller sense of the genealogy of contemporary interior architectural space.

COURSE OBJECTIVES

Students completing the course will be able to:

- identify significant approaches to the creation of interior spaces from ancient times up to the early nineteenth century
- recognize connections between significant developments in the histories of art, decorative arts, architecture, technologies and materials relevant to specific time periods
- utilize a basic descriptive design vocabulary, including key historic terminology
- demonstrate an understanding of the complex cultural and social forces that have influenced the development of interiors in various periods

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 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.

- 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.

**COURSE STANDARDS**

The learning outcomes of this course adhere to the Council for Interior Design Accreditation’s 2014 Professional Standards including, but not limited to, the following:

**Standard 4. Global Context.**
Interior designers have a global view and consider social, cultural, economic and ecological contexts in all aspects of their work.

**Student Leading Expectations:**

a) Students are aware that building technology, materials, and construction vary according to geographic location.

b) how social, economic, and cultural contexts inform interior design

**The interior design program provides:**

e) exposure to a variety of cultural norms
f) opportunities for developing multi-cultural awareness

**Standard 10. History and Theory**
Interior designers apply knowledge of history and theory of interiors, architecture, decorative arts, and art when solving design problems.

**Student Learning Expectations**

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

**Students understand significant movements, traditions, and theories in:**

b) Interior design
c) Furniture, decorative arts, and material culture.
d) Architecture
ASSIGNMENTS & GRADING

Quizzes 45%
Reaction Paper 26%
Class Discussion Blog 14%
Leading Group Discussion 10%
Participation 5%

100%

Grading Scale

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Information in regard to UF's grading policy can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Quizzes
There will be a series of quizzes administered over the course of the term. Each quiz will last one hour and twenty minutes and is comprised of a series of multiple choice and written answer questions. Quizzes will be graded within two weeks.

Group Discussion
Throughout the term there will be a series of special thematic discussions. Students will be required to do readings and to participate in the group discussions of assigned readings. Once during the term, each student will be expected to guide a small group of classmates in class discussion. Preparation will involve analyzing an additional reading and developing a short presentation that connects your additional reading with the discussion article/s. This presentation is due on Canvas at 11:59pm the night before your presentation. After your initial presentation, there is a fair amount of latitude in how you guide the class discussion. You may generate discussion using a variety of techniques (question & answer format, simulation, role play, small group exercises, etc.). I am available to meet with you during my office hours, or by appointment, to discuss the content and format of your assigned discussion class. Student presentations will be graded within two weeks.

Course Discussion Blog
Prior to the discussion classes, all students are expected to critically read the discussion articles, and take notes. As part of this discussion work there will be a mandatory online forum for students. You will be expected to respond to questions posted by the
instructor. Each discussion response is worth 2 points, and is due at 11:59pm the night before the discussion. Students will receive handouts outlining assignment requirements. Barring unforeseen circumstances, discussions responses will be graded within one week.

**Reaction Paper**
Each student will develop a class reaction paper. The paper should be a critical response to the readings from the thematic discussion class that you lead. I encourage students who are having difficulty formulating an argument to schedule an appointment with me during my office hours. The paper should be approximately 6 pages long, double-spaced and in 12 point Arial font. You should use direct references (quotes or paraphrasing with documentation) to substantiate your claims. Use Chicago style referencing when citing your sources. This paper is due two weeks after the class discussion that you lead. All papers must be submitted by 11:59pm on the due date. Students will receive handouts outlining assignment requirements. Reaction papers will be graded within two weeks.

**COURSE POLICIES**

**Attendance and Participation**
Class attendance is an important part of your learning experience. Attendance of all lectures and discussions is necessary for the successful completion of this course, and you will be expected to stay for the entire class period.

Late assignments will be deducted one full letter grade per day and students will not be able to make up missed in-class exams. However, if you miss an exam because of a documented medical reason, you must notify me prior to the exam date in order to take a substitute exam. In cases of medical emergency, or other emergency where documented proof is provided, late assignments will be accepted but, depending on the situation, there may be a grade reduction. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at: [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx).

**Classroom Climate**
Equitable participation in this class requires the use of inclusive language, methods, and materials. Students are expected to use inclusive language in written and oral work, and to respect diversity in viewpoints expressed by others. Students are also encouraged to identify language, methods, and materials used in this course that do not contribute to an inclusive classroom climate.

**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, view at: [http://www.dso.ufl.edu/sscr/honorcodes/honorcode.php](http://www.dso.ufl.edu/sscr/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.

Incomplete Grades
An incomplete grade is described in the Undergraduate Catalog. It is the instructors’ discretion as to what extenuating circumstances warrant adequate excuse for not completing required course work.

Student Accommodations
Students requesting classroom accommodation must first register with the Disability Resource Center at University of Florida Dean of Students Office, see http://handbook.aa.ufl.edu/policies.aspx. 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.

Course Evaluations
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at 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 at https://gatorevals.aa.ufl.edu/.

Online Sessions
Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Syllabus
This syllabus conforms to UF syllabus policy: http://syllabus.ufl.edu/syllabus-policy/

Privacy and Accessibility Policies
For information about the privacy policies of the tools used in this course, see the links below:
- Instructure (Canvas)
  - Privacy Policy
  - Accessibility
- Zoom
  - Privacy Policy
  - Accessibility
- YouTube (Google)
  - Privacy Policy
  - Accessibility
- Microsoft
STUDENT 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: https://counseling.ufl.edu/, 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: 392-1111 (or 9-1-1 for emergencies).
http://www.police.ufl.edu/

Office of Academic Support Services
Phone: (352) 392-0788
Fax: (352) 846-2706
Email OAS & UF Promise: oaslaa.ufl.edu
Email UF SSS: sss@aa.ufl.edu

Academic Support Services: https://oas(aa.ufl.edu/uf-sss/

Student Life Success Services: https://www.ufl.edu/student-life/success-services/

Academic Advisors: http://www.ufadvising.ufl.edu/college-remote-advising-contacts/

Computing Help Desk
Available 24 hours a day, 7 days a week
Phone: (352) 392-HELP (4357)
Email: helpdesk@ufl.edu
Web: https://helpdesk.ufl.edu/

TEXTS

Recommended
ISBN: 0-13-509357-0

Required
Required readings are posted on Canvas.
COURSE SCHEDULE & READING ASSIGNMENTS

Discussion readings, and/or links to the readings, are posted on this course’s Canvas site. These readings are important in preparing for class discussions and for understanding course lectures. Class PowerPoint presentations with illustrations will also be made available on the Canvas site. This information is intended to supplement your readings and to act as a study guide for exams.

**Module #1: The Ancient & Classical World**

**Week One**

Reading: “Critical Reading Guide”; “Leading Class Discussions" (Canvas)

M 8/23  Introduction to the course
W 8/25  Ancient World: Mesopotamia

**Week Two**

Recommended Reading: Harwood, May & Sherman, Chapter 4: Egypt.

M 8/30  Ancient World: Egypt
W 9/1  Classical World: Greece

**Week Three**

Recommended Reading: Harwood, May & Sherman, Chapter 5: Greece; Chapter 6: Rome

M 9/6  Labor Day: no class
W 9/8  Classical World: Rome

**Thematic Discussion #1:** The Classical World in Contemporary Society
Discussion Reading: Margaret Malamud, “As the Romans Did? Theming Ancient Rome in Contemporary Las Vegas,” *Arion*, 6 (Fall/Winter, 1998): 11-39

**Week Four**

Recommended Reading: Harwood, May & Sherman, Chapter 2: China.

M 9/13  Rome
W 9/15  China: From Antiquity to the Middle Ages

**Thematic Discussion #2:** Representation, Social Meaning, & Furniture

**Week Five**

M 9/20  Quiz Review
W 9/22  Quiz #1
Module #2: Middle Ages & The Renaissance

Week Six

Recommended Reading: Harwood, May & Sherman, Chapter 3: Japan

M 9/27  Sacred Architecture: India, China & Japan
W 9/29  Japan: Secular Environment

Week Seven

Recommended Reading: Harwood, May & Sherman, Chapter 7: Early Christian; Chapter 8: Byzantine; Chapter 10: Romanesque; Chapter 11: Gothic.

M 10/4  Middle Ages: Early Christian & Byzantine
W 10/6  Middle Ages: Romanesque & Gothic

Thematic Discussion #3: Architecture, Society, and Change


Week Eight

Recommended Reading: Harwood, May & Sherman, Chapter 9: Islamic.

M 10/11  Middle Ages: Secular Environment
W 10/13  Islamic Design

Thematic Discussion #4: Transparency, Gender & the Interior Environment


Week Nine

Recommended Reading: Harwood, May & Sherman, Chapter 12: Italian Renaissance; Chapter 14: French Renaissance; Chapter 15: English Renaissance.

M 10/18  Renaissance
W 10/20  Renaissance

Thematic Discussion #5: Consumption, Identity, and Material Culture


Week Ten

M 11/25  Quiz #2 Review
W 11/27  Quiz #2
Module #3: Baroque, Rococo & Colonial

Week Eleven

Recommended Reading: Harwood, May & Sherman, Chapter 17: European Baroque; Chapter 18, French Baroque; Chapter 19: English Restoration

M 11/1 Baroque
W 11/3 Baroque con’t

Week Twelve

Recommended Reading: Harwood, May & Sherman, Chapter 20: Le Regence and Louis XV.

M 11/8 Rococo
W 11/10 Rococo con’t
**Thematic Discussion #6:** Furniture as a Social Actor

Week Thirteen

M 11/15 Americas & Early Colonial
W 11/17 Architecture of Enslavement & Shotgun Houses
**Thematic Discussion #7:** Race, Innovation, and the Built Environment

Week Fourteen

Recommended Reading: Harwood, May & Sherman, Chapter 16: American Colonial.

M 11/22 Early Neoclassical
W 11/24 **Thanksgiving: No class**

Week Fifteen

M 11/29 Early Neoclassical
W 12/1 **Thematic Discussion #8:** Decorative Arts, Domesticity & the Colonial Experience
**Discussion Reading:** Mamiya, Christian J. “Nineteenth-Century French Women, the Home, and the Colonial Vision.” *Frontiers* 28 (2007): 100-120.

Week Sixteen

M 12/6 Quiz #3 review
Note: This document is a general outline of the course. Faculty reserves the right to alter the course in response to academic conditions and opportunities.