History of Interior Design 1 Syllabus

INSTRUCTOR: Genesis Okken, MID, NCIDQ | E: gokken@dcp.ufl.edu | Zoom PMR 716 983 8934
OFFICE HOURS: Directly after class (or by appointment)

COURSE INTENTIONS
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.

EDUCATIONAL OBJECTIVES
This course fulfills a “Humanities” and “International” general education requirement.

General Education Student Learning Outcomes
General education student learning outcomes include:

- 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
Student Learning Outcomes facilitating an understanding of the interior design discipline1 (CIDA Standards):

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1 Students successfully completing this course will demonstrate an awareness of fundamental design concepts and issues, thus broadening their understanding of history within the context of interior design. Discipline-specific learning outcomes for this course support selected accreditation standards (2018) established by the Council for Interior Design Accreditation (CIDA).
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.

Student work demonstrates understanding of:

b) How social, economic, cultural, and physical contexts inform interior design.

c) How environmental responsibility informs the practice of interior design.

The interior design program provides:

e) Exposure to a variety of cultural norms.

f) Opportunities for developing multi-cultural awareness.


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.

e) Art.

COURSE ORGANIZATION

Schedule
Tuesday/Wednesday/Thursday - 2:00-4:45pm (5th-6th period, RM RNK 220)

Texts

Required Texts


Recommended Texts


**Supplemental Texts**
Supplemental readings, including the readings for discussions, are posted on Canvas.

**ASSIGNMENTS AND GRADING SCALE**

**Criteria for Grades**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams</td>
<td>40%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Class Discussion Reflections</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Leading Group Discussion</td>
<td>5%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Exams**
There will be **two exams administered over the course of the term**. Each exam will last one class session and are comprised of a series of multiple choice, fill-in-the-blank and short answer questions.

**Quizzes**
Students will complete weekly quizzes on the eLearning site. These quizzes assess student understanding of the content covered that week. Questions can range from multiple choice, fill-in-the-blank, and matching type questions.

**Reflections**
Prior to the discussion classes, students are expected to critically read the discussion articles, and take notes. As part of this discussion work there will be a mandatory reflection assignment for students. You will be expected to respond to questions posted by the instructor in a thoughtful 250-word paper. Students will receive a handouts on the e-learning site outlining assignment requirements.

**Group Discussions**
Over the course of 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 individually lead a small group of classmates in class discussion.** Students should develop a strategy for generating discussion and prepare at least five well-developed questions for discussion. These should be submitted prior to your assigned discussion day. You must be prepared to answer all questions that you ask. Do not hesitate to contact the instructor if you have any questions about your assigned readings.

**Participation**
Students are expected to arrive to class on time, remain in class for the duration of instruction, and attend every scheduled class period. A 5% deduction from the grade will be assessed for each unexcused absence or lack of engagement in class. Prior notice and proper documentation (a doctor’s note, signed waiver, etc.) is required to excuse an absence from class. The course instructor reserves the right to deduct participation grades for excessive (3 or more) tardiness.

The instructor reserves the right to alter the course in response to opportunities or extenuating factors.
Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>GPA</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>90-92.9</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>73-76.9</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
<td>1.67</td>
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<tr>
<td>D+</td>
<td>67-69.9</td>
<td>1.33</td>
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<tr>
<td>D</td>
<td>63-66.9</td>
<td>1.00</td>
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<tr>
<td>D-</td>
<td>60-62.9</td>
<td>0.67</td>
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<tr>
<td>E</td>
<td>0-59</td>
<td>0.00</td>
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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

COURSE POLICIES

Attendance
Class attendance is mandatory and 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 arrive on time and stay for the entire class period.

Students need to notify the instructor in advance of any necessary absence by email. Documentation must be provided in order for an absence to be considered excused.

Deadlines
All projects assignments are to be turned in as specified at the beginning of class. Late assignments will be deducted one full letter grade per day and students will not be able to make up missed in-class exams. Exams must be taken at the scheduled times. You must notify the instructor before the exam is scheduled if there are extenuating circumstances. 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. Emailed assignments will not be accepted, unless previous arrangements have been made. 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.

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.
**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.

**Special Accommodations**

Students requesting classroom accommodation must first register with the Disability Resource Center at University of Florida Dean of Students Office, see http://www.dso.ufl.edu/drc/getstarted.php. 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.

**Academic Integrity**

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/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.

**Course Evaluations**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

**SCHEDULE:**

<table>
<thead>
<tr>
<th>WK</th>
<th>Date</th>
<th>Topics / Activities</th>
<th>Due</th>
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<tbody>
<tr>
<td></td>
<td>T 6/28</td>
<td>Course Introduction Intro to Antiquity: Mesopotamia</td>
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<tr>
<td>1</td>
<td>W 6/29</td>
<td>Antiquity: Egypt Reading: Harwood, May &amp; Sherman, Chapter 5: Greece</td>
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<td></td>
<td>R 6/30</td>
<td>Classical World: Greece Reading: “Critical Reading Guide” (Posted on Canvas) Harwood, May &amp; Sherman, Chapter 5: Greece Quiz 1 due by 11:59pm Sunday</td>
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</tbody>
</table>
| Day | 7/05       | Classical World: Rome | Reading: Harwood, May & Sherman, Chapter 6: Rome  
Reflection 1 for Discussion Reading by 11:59 pm  
Discussion Leaders: Also submit discussion questions by 11:59 pm |
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<tbody>
<tr>
<td>7/06</td>
<td>India</td>
<td>Discussion: The Classical World in Contemporary Society</td>
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</tbody>
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| 7/07 | China & Japan | Reading: Harwood, May & Sherman, Chapter 2: China;  
Chapter 3: Japan  
Quiz 2 due by 11:59pm Sunday |
| 7/12 | Early Christian, Byzantine | Reading: Harwood, May & Sherman, Chapter 7: Early Christian;  
Chapter 8: Byzantine |
| 7/13 | Romanesque & Gothic | Reading: Harwood, May & Sherman, Chapter 10:  
Romanesque; Chapter 11: Gothic  
Bechi Kenzari & Yasser Elsheshtawy, “The Ambiguous Veil:  
Reflection 2 for Discussion Reading by 11:59 pm  
Discussion Leaders: Also submit discussion questions by 11:59 pm |
| 7/14 | Islamic Design  
Discussion: Transparency, Gender & the Interior Environment  
Exam Review | Reading: Harwood, May & Sherman, Chapter 9: Islamic.  
Quiz 3 due by end of day Sunday |
| 7/19 | Exam 1 |
| 7/20 | Renaissance | Reading: Harwood, May & Sherman, Chapter 12: Italian Renaissance  
Reflection 3 for Discussion Reading by 11:59 pm  
Discussion Leaders: Also submit discussion questions by 11:59 pm |
| 7/21 | Renaissance  
Discussion: Consumption, Identity, and Material Culture | Reading: Harwood, May & Sherman, Chapter 14: French Renaissance;  
Chapter 15: English Renaissance.  
Quiz 4 due by 11:59 pm Sunday |
| 7/26 | American Colonial | Reading: Harwood, May & Sherman, Chapter 16: American Colonial |
| 7/27 | Baroque | Reading: Harwood, May & Sherman, Chapter 17: European Baroque;  
Chapter 18: French Baroque;  
Chapter 19: English Restoration |
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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Reading</th>
<th>Quiz Due</th>
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<tbody>
<tr>
<td>7/28</td>
<td>R</td>
<td>Rococo</td>
<td>Harwood, May &amp; Sherman, Chapter 20: Le Regence and Louis XV</td>
<td>11:59 pm Sunday</td>
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<tr>
<td>8/02</td>
<td>T</td>
<td>Neoclassical</td>
<td>Harwood, May &amp; Sherman, Chapter 23: Louis XVI and French Provincial; Chapter 21: English Neo-Palladian and Georgian; Late English Georgian</td>
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<tr>
<td>8/04</td>
<td>R</td>
<td>Exam 2</td>
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**Disclaimer:** This syllabus represents current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.