

UNIVERSITY OF FLORIDA
COLLEGE OF DESIGN, CONSTRUCTION AND PLANNING
INTERIOR DESIGN DEPARTMENT

IND 2100 HISTORY OF INTERIOR DESIGN I

FALL TERM, 2024

Instructor: Erin Cunningham

Office: Architecture Building, Room 344

Email: ekc@ufl.edu (This is my preferred method of contact)

Meeting times: M I Period 7 (1:55 PM – 2:45) W I Period 7-8 (1:55 PM- 3:50 PM)

Office Hours: M 12:55-1:55pm, F 12:35 -1:35 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 (see: <https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>). A minimum grade of C is required for general education credit. General Education Student Learning Outcomes include:

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General Education Student Learning Outcomes

Content

- Require an understanding of the theory and methodologies associated with design, specifically interior design, and the determinants that helped shape the discipline over time (see Quizzes, Discussion Readings, Class Discussion Blog & Presentation, and Reaction Paper).

Critical Thinking

- Attain a global perspective of human achievements in architecture, interior design, and decorative arts and their relevance and impact on contemporary life (see Quizzes, Discussion Readings, Class Discussion Blog & Presentation).
- 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 (see Quizzes, Discussion Readings, Class Discussion Blog & Presentation).
- 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.

Communication

- Communicate knowledge, thoughts, and reasoning clearly and effectively (see Course Discussion Blog, Class Discussion Presentation, & Reaction Paper).

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.

Student work demonstrates *understanding of:*

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

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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	27%
Class Discussion Blog	16%
Leading Group Discussion	8%
Participation & Professionalism	4%

100%

Grading Scale

A	93-100	4.0
A-	90-92.9	3.67
B+	87-89.9	3.33
B	83-86.9	3.0
B-	80-82.9	2.67
C+	77-79.9	2.33
C	73-76.9	2.0
C-	70-72.9	1.67
D+	67-69.9	1.33
D	63-66.9	1.0
D-	60-62.9	0.67
E	0-59	0.0

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

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last one hour and twenty minutes and is comprised of a series of multiple choice and written answer questions.

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.

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.

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.

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. I expect consistent, high-quality participation. "High-quality" in this case means: Informed (i.e., shows evidence of having done assigned work); Thoughtful (i.e., shows evidence of having understood and considered issues raised in readings and other discussions); Considerate (i.e., takes the perspectives of others into account). If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

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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>.

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/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.

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

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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.

HB-7 Guidance

“People learn best when they are encouraged to ask questions and express their diverse opinions on course content which may include images, texts, data, or theories from many fields. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions-including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably.”

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
 - [Privacy Policy](#)
 - [Accessibility](#)
- Adobe

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- [Privacy Policy](#)
- [Accessibility](#)

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: oas!aa.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

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

Required

Required readings are posted on Canvas.

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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)

W 8/26 Introduction to the course
W 8/28 Ancient World: Mesopotamia

Week Two

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

M 9/2 **Labor Day: no class**
W 8/4 Ancient World: Egypt

Week Three

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

M 9/9 Classical World: Greece
W 9/11 Classical World: Greece & 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 9/16 Rome cont.
W 9/18 China: From Antiquity to the Middle Ages
Thematic Discussion #2: Representation, Social Meaning, & Furniture
Discussion Reading: Sarah Handler, "Alluring Furnishings in a Chinese Women's Dominion," *Orientalisms* (2000): 22-31; Mark Kingwell, "Tables, Chairs, and Other Machines for Thinking," in *Intimus: Interior Design Theory Reader* (West Sussex: Wiley-Academy, 2006): 173-179

Week Five

M 9/23 Quiz Review

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W 9/25 **Quiz #1**

Module #2: Middle Ages & The Renaissance

Week Six

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

M 9/30 Sacred Architecture: India, China & Japan
W 10/2 Japan: Secular Environment

Week Seven

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

M 10/7 Middle Ages: Early Christian & Byzantine
W 10/9 Middle Ages: Romanesque & Gothic
Thematic Discussion #3: Architecture, Society, and Change
Discussion Reading: Edward Hollis, "The Architect's Dream" & "A Nineteenth-Century Fiction," *The Secret Lives of Buildings* (London: Portobello Books, 2009): 3-14, 223-241

Week Eight

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

M 10/14 Middle Ages: Secular Environment
W 10/16 Islamic Design
Thematic Discussion #4: Transparency, Gender & the Interior Environment
Discussion Reading: Bechi Kenzari & Yasser Elsheshtawy, "The Ambiguous Veil: On Transparency, the Mashrabiya and Architecture," *Journal of Architectural Education* (2003): 17-2

Week Nine

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

M 10/21 Renaissance
W 10/23 Renaissance
Thematic Discussion #5: Consumption, Identity, and Material Culture
Discussion Reading: Maria Ruvoldt, "Sacred to Secular, East to West: the Renaissance Study and Strategies of Display," *Renaissance Studies* (2006): 640-657

Week Ten

M 10/28 Quiz #2 Review

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W 10/30 **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 11/4 Baroque
W 11/6 Baroque con't

Week Twelve

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

M 11/11 **Veterans Day: No Class**
W 11/13 Rococo.
Thematic Discussion #6: Furniture as a Social Actor
Discussion Reading: Hellman, Mimi. "Furniture, Sociability and the Work of Leisure in Eighteenth Century France." *Eighteenth-Century Studies* 32 (Summer, 1999): 415-445

Week Thirteen

M 11/18 Americas & Early Colonial
W 11/20 Architecture of Enslavement & Shotgun Houses
Thematic Discussion #7: Race, Innovation, and the Built Environment
Discussion Reading: Orlowski, Edward M. "House of Blues: The Shotgun and Scarcity in the Mississippi Delta," in *Reading the Architecture of the Underprivileged Classes*, edited by Nnamdi Elleh, 79-99. Burlington, VT: Ashgate Publishing Company, 2014.

Week Fourteen

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

M 11/25 **Thanksgiving: No class**
W 11/27 **Thanksgiving: No class**

Week Fifteen

M 12/2 Early Neoclassical
W 12/4 Early Neoclassical cont.
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-

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Week Sixteen

M 12/9 Quiz #3 review
W 12/11 **Quiz #3**

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