

Current Information:

I. A.) DEPARTMENT NAME: Interior Design

B.) COURSE NUMBER, and TITLE: IND 2100 History of Interior Design 1

C.) CREDIT HOURS: 3 **D.) PREREQUISITES:** none

E.) CURRENT CLASSIFICATION

1. General Education Code: B C D H M N P S None
2. Writing Requirement: E2 E4 E6 None
3. Math Requirement: M None

Requests:

II. GENERAL EDUCATION

A.) Requested Classification: B C D H M N P S

B.) Effective Date: Fall Spring Summer 2012 (year)

Or

1-time Approval Fall Spring Summer _____(year)

III. WRITING REQUIREMENT

MATH REQUIREMENT

A.) Requested Classification E2 E4 E6

B.) Effective Date: Fall Spring Summer _____(year)

Or

1-time Approval Fall Spring Summer _____(year)

C.) Assessment:

1.) What type of feedback will be provided to the student (in reference to writing skill)?

_____ Grade _____ Corrections _____ Drafts _____ Other

2.) Will a published rubric be used?

IV. ATTACH A DETAILED SYLLABUS

V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

A.) For courses with a **General Education** classification, the syllabus should include:

- Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- List of assigned General Education Student Learning Outcomes
- List of any other relevant Student Learning Outcomes
- List of required and optional texts
- Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

B.) For courses with **Writing Requirement (WR)** classification, the syllabus should include:

- "The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
- "Course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course."
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- Assignment word counts, page lengths, submission deadlines and feedback dates

Additionally, the syllabus must clearly show that the course meets the WR to

- Evaluate [2,000/4,000/6,000] written words in assignments during the semester
- Provide all feedback on assignments prior to the last class meeting

Important note: The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

VI. SUBMISSION AND APPROVALS

Department Contact:

Contact Name: Professor Margaret Portillo

Phone 392-0252 x333 Email mportill@ufl.edu

College Contact:

College Name: Design, Construction and Planning

College Contact Name: Professor Peggy Carr

Phone 392-4836 Email mcarr@ufl.edu

HISTORY OF INTERIOR DESIGN 1 SYLLABUS

IND2100, Sections 0822 and 2646 and IND5106, Section 6474

Days: M-W-F

Period 6 (12:50-1:40 pm)

Location: TBD

Instructor: TBD

Teaching Assistant: TBD

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 the history of interior design, its connection to different periods and cultures, and its integral relationship with architecture and decorative arts. The course covers a period of some 6,000 years, spanning Prehistory to the initial phase of the Industrial Revolution (ca.1800). While the geographical emphasis is European and American, the course also includes design practices and traditions of non-Western cultures, such as Middle Eastern and Asian. Example interiors covered in the course include: icons, like the Great Pyramids of Ancient Egypt or Forbidden City in China; those that most embody their time and place, including the Pantheon in Italy; and well-preserved case studies of specific types or styles, such as The Palace of Versailles, France.

The concept of international cultural heritage conservation and how it contributes to our understanding of the built environment is introduced through a series of special topic lectures. These lectures highlight the restoration of significant historic interiors at World Heritage sites and the new discoveries made during the process.

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- and twentieth-century 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.

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

Lectures, readings, supplemental materials, assignments, and exams are interrelated, learning opportunities to help students achieve course objectives. Class lectures are supported by digital images and other multi-media presentations and reinforced by readings and supplemental materials. The end of each class is reserved for questions. Students can also arrange an individual meeting to discuss questions about course content. Architectural and design terms are explained as part of class lectures with a cumulative list of definitions posted on eLearning.

Assignments provide students the chance to apply knowledge and skills gained in the classroom by visually describing and assessing architecture and interiors or other cultural resources. Multiple choice exams with questions—based upon digital images projected during the test—evaluate student progress toward meeting course objectives.

COURSE POLICIES

Attendance

Students are permitted a maximum of three, unexcused absences. Each additional, unexcused absence results in a student's final grade being lowered one letter-grade. (For example, a student who has an overall grade of B, but has four unexcused absences, receives a C for the course.) An attendance sheet is made available at each class. It is each student's responsibility to sign the sheet. Students are expected to be on time for class and stay the entire period. Three unexcused late arrivals (more than 10 minutes) count as an unexcused absence. Three unexcused early departures count as an unexcused absence.

Lectures

During lectures and other class activities, students are asked to turn off all cell phones and to refrain from talking. Students are expected to take written notes during lectures. Laptops should only be used for taking notes. Select images from each lecture will be posted on eLearning. However, lecture notes will not be posted. If a student misses class, it is her or his responsibility to obtain class notes from a class member.

Examinations

There will be four examinations, including a cumulative final. Exam dates are included in the "Course Schedule" portion of this syllabus. Exams consist of 40 multiple choice questions relating to digital images projected during the exam. The final exam includes 60 multiple choice questions, of which 20 questions are cumulative. Questions are taken from course lectures, readings, and supplemental materials, including the list of vocabulary terms. Example questions are made available on eLearning and discussed in class prior to the exam. The instructor or a proctor and teaching assistant administer tests. Exams will have 40 questions with each worth half a point, for a total of 20 points per exam. The final exam is worth 30 points. Make-up exams will be considered only through written documentation of excusable absences.

Assignments

There are two assignments to be completed by students outside the classroom. Assignment due dates are included in the "Course Schedule." Assignment descriptions will be discussed in class and made available on eLearning one week prior to their due date. Each assignment is worth 5 points, for a total of 10 points. Make-up assignments will be considered only through written documentation of excusable absences. 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>

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 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.

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

TEXTS

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

Ching, Francis D.K. *A Visual Dictionary of Architecture*. New York: Van Nostrand Reinhold., 1995.
(ISBN: 978-0-44200-904-5)

Hinchman, Mark. *History of Furniture: A Global View*. New York: Fairchild Books, Inc., 2009.
(ISBN: 978-1-56367-544-7)

Supplemental

IND2100 HISTORY OF INTERIOR DESIGN 1, Fall
University of Florida College of Design, Construction and Planning, Department of Interior Design

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

WORK PRODUCT

All work produced in class is property of the University of Florida Interior Design Department. Instructor will keep copies of all participants' work product.

INSTRUCTOR AND TEACHING ASSISTANT CONTACT INFORMATION

TBD

Office: TBD

Email: TBD

Office Hours: TBD

**IND 2100
HISTORY OF INTERIOR DESIGN 1
SAMPLE SCHEDULE**

Week	Date	Day	Lecture Topic, Assignment or Exam	Readings
1	August 22	M	Course Introduction	Syllabus and Schedule
	August 24	W	Analysis of Historic Interiors	Analysis of Historic Interiors PDF
	August 26	F	World Heritage List and Program and International Cultural Heritage Conservation	Supplemental Readings posted on Sakai eLearning
2	August 29	M	Mesopotmaian and Persian	Ireland Chapter 2; Hinchman Chapter 2
	August 31	W	Egyptian	
	September 2	F	No Class	
3	September 5	M	No Class - Labor Day	
	September 7	W	Egyptian, continued	Harwood, May, Sherman, Chapter 4
	September 9	F	Minoan, Mycenaean, and Greek	Harwood, May, Sherman, Chapter 5; Hinchman Chapter 3
4	September 12	M	Etruscan and Roman	Harwood, May, Sherman, Chapter 6
	September 14	W	Special Topic: Amenhotep Temple	<u>Beyond Memnon</u> , World Monuments Fund <i>ICON</i> Magazine
	September 16	F	No Class	
5	September 19	M	Exam No. 1	
	September 21	W	Early Christian	Harwood, May, Sherman, Chapter 7; Hinchman Chapter 4
	September 23	F	Byzantine	Harwood, May, Sherman, Chapter 8
6	September 26	M	Romanesque	Harwood, May, Sherman, Chapter 10
	September 28	W	Gothic	Harwood, May, Sherman, Chapter 11
	September 30	F	Gothic; <u>Assignment No. 1 Due</u>	
7	October 3	M	Islamic	Harwood, May, Sherman, Chapter 9
	October 5	W	Chinese	Harwood, May, Sherman, Chapter 2
	October 7	F	Japanese	Harwood, May, Sherman, Chapter 3
8	October 10	M	Special Topic: Santa Maria Antiqua	<u>Finding Sanctuary</u> , World Monuments Fund <i>ICON</i> Magazine
	October 12	W	Assignment No. 1 Review	
	October 14	F	No Class	
9	October 17	M	Exam No. 2	
	October 19	W	Italian Renaissance	Harwood, May, Sherman, Chapter 12; Hinchman Chapter 9
	October 21	F	European and English Baroque	Harwood, May, Sherman, Chapter 19
10	October 24	M	European Renaissance	Harwood, May, Sherman, Chpts. 13-15, Hinchman Chpts. 9 and 12
	October 26	W	European Renaissance and Baroque	Harwood, May, Sherman, Chapter 17; Hinchman Chapter 10
	October 28	F	No Class - Assignment No. 2	Harn Museum
11	October 31	M	Rococo; <u>Assignment No. 2 Due</u>	Harwood, May, Sherman, Chapter 18 and 20
	November 2	W	Rococo, continued	
	November 4	F	No Class - Homecoming	
12	November 7	M	Special Topic: Santa Maria de Miraflores	<u>Spanish Splendor</u> , World Monuments Fund <i>ICON</i> Magazine
	November 9	W	Assignment No. 2 Review	
	November 11	F	No Class - Veterans Day	

**IND 2100
HISTORY OF INTERIOR DESIGN 1
SAMPLE SCHEDULE**

Week	Date	Day	Lecture Topic, Assignment or Exam	Readings
13	November 14	M	Exam No. 3	
	November 16	W	Americas before Colonialization	Ireland Chapter 13
	November 18	F	Spanish and French Colonial	Harwood, May, Sherman, Chapter 16
14	November 21	M	English Colonial	
	November 23	W	No Class - Thanksgiving Holiday	
	November 25	F	No Class - Thanksgiving Holiday	
15	November 28	M	English Neoclassical	Hinchman Chapter 14
	November 30	W	English Neo-Palladian and Georgian	Harwood, May, Sherman, Chapter 21 and 24
	December 2	F	American Georgian and Federal	Harwood, May, Sherman, Chpts. 22 and 25
16	December 5	M	Special Topic: Shaker Design	<i>The Architecture of the Shakers</i> , Julie Nicoletta
	December 7	W	Final Exam Review	
	December 15		Final Exam	