

IARC 4/574 HISTORY OF INTERIOR ARCHITECTURE I

Fall 2018 Instructor: Solmaz Kive
M/W 8:30 - 9:50 email: skive@uoregon.edu
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INTRODUCTION We are consistently forming and being formed by architecture. On the one hand, through expressing ideas, ideals and beliefs, the built environment reflects the cultural, political, environmental, and technological conditions of a society. On the other hand, by framing activities, it offers images and spaces that condition personal and collective experiences. This course explores interior spaces and forms in relation to their social, political, and cultural contexts and as the results of visions, necessities, and technical advancements.

CONTENT The course has 3 main parts and a thematic component:

- 1) Part 1 is a global scale narrative of architecture and interiors from the known beginning to the development of the cities. This part traces the relation between architecture as a lived-space with climate and local material on the one hand and life style and world view on the other.
- 2) Part 2 focuses on the region around the Mediterranean Sea and discusses changes to architectural forms and concepts from the 5th century BCE to the 17th century CE. In addition to the distinct features of the traditions, their interaction is highlighted. At a more focused scale, this part also discusses space, form, surface, decoration and furniture/objects as tools of creating architectural concepts.
- 3) Part 3 includes separate moments across the globe, which are discussed in isolation from each other. However, it is important to note that this temporal and geographical isolation is a method of study not the feature of the traditions under discussion.
- 4) The last part is not a separate section, but a thematic component that runs along with above sections. Architectural history is messy; traditions and styles have no clear beginning or end; more often than not, historians have different narratives of the same building, styles etc. The lectures are intended to give you a linear narrative that bring this disarray into an apprehensible order. The thematic discussions, however, are the main venue of complementing or challenging the ideas offered in lectures.

OBJECTIVES & OUTCOMES

The main goal of this course is to develop knowledge, critical understanding and analytical skills in order to improve your ability to critically explore the complex dialectic between the built environment and its broader cultural, political, philosophical and theoretical contexts.

Students who successfully finish this class will:

- develop a critical understanding of the multidisciplinary nature of interior architecture and the relation between architectural meaning and the broader cultural philosophical, social, political, psychological and anthropological ideas.
- appreciate the contingency of design ideas and forms.
- develop their awareness of the wide range of issues that affect interior architecture.
- establish a chronological and thematic framework for exploring architectural traditions in the world.
- develop reading, research and writing skills.
- be able to utilize a basic descriptive design vocabulary.

CIDA STANDARDS

The outcomes of this course adhere to the Council for Interior Design Accreditation's 2016 Professional Standards including, but not limited to:

Standard 4. Global Context

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

Intent: This standard ensures that graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions.

Student Learning 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.
- c) how environmental responsibility informs the practice of interior design.

Program Expectations

The interior design program provides:

- d) exposure to the current and relevant events that are shaping contemporary society and the world.
- 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.

Intent: This standard ensures graduates have the knowledge base of design history and theory to inform design solutions.

Student Learning Expectations

Students understand the social, political, and physical influences affecting historical changes in 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.
- f) Students apply precedents to inform design solutions.

SOURCES Reading / Video

- 1) Required readings and videos are accessible through Canvas. The in-class quiz will include questions from required readings.
- 2) Most assignments are based on readings, which are posted to Canvas. (For detail, see “Assignments” bellow.)
- 3) Background readings are meant to help you prepare for the lectures. Also, they are sources for analysis and summary assignments. (For detail, see “Assignments” bellow.)

Textbooks:

Part 1

- Jarzombek, Mark M. *Architecture of First Societies: A Global Perspective*. Wiley, 2013. [eBook](#) is available through UO Library.
- Ching, Francis D. K., Mark M. Jarzombek, and Vikramaditya Prakash. *A Global History of Architecture*. 3rd Edition. Wiley, 2017. [eBook](#) is available through UO Library.

Part 2 - Use one of the following. One copy of each book is on reserve at Design Library.

- Ireland, Jeannie. *History of Interior Design*. New York: Oxford: Fairchild, 2018. (or 2009)
- Harwood, Buie, May, Bridget, and Sherman, Curt. *Architecture and Interior Design from the 19th Century: An Integrated History, Volume 2*. Upper Saddle River, N.J.: Pearson Prentice Hall, 2009.
- Hinchman, Mark. *History of Furniture: A Global View*. 1st edition. New York: Fairchild Books, 2009.
- Pile, John F. *A History of Interior Design*. Laurence King Publishing, 2014. (or 2011) [eBook](#) is available through UO Library.

Part 3 readings will be posted to Canvas

REQUIREMENTS & GRADING

In-class Quiz (30 pt)

Every class has 3-7 questions from the assigned readings and the current lecture. Quiz starts at the beginning of each class. There is no make-up for missed questions. If a question is not clear, you must ask for clarification during the quiz.

We will use **i-clicker**. For more information (also for questions about Canvas) refer to [CMET](#).

iClicker quizzes are also used for attendance record. If you attend the class but did not have your iClicker, I will correct your attendance record manually if you let me know before the class AND email me same day.

Individual Submission (20 pt.)

Assignments include reading and building analyzing:

- 1) Each **Wednesday**, there is a thematic reading submission. Most submissions are reading summaries or answers to the provided questions. They are notes in bulleted format. Details and instructions for individual assignments are provided through canvas.
- 2) Each **Monday**, there is a review or analyses submission. Using diagrams and other tools of analyses, these assignments ask you to either summarize the main features of one or more architectural traditions or focus on one specific aspect of them. Details and instructions for individual assignments are provided through canvas.

All the submissions are via Canvas as **pdf** files. Each class's individual submissions are due **8:00 am of the class day**. They are means of preparing for group discussion and submissions. As such, they are required at the time of class. **No late submission is accepted.**

I will grade only a few submissions randomly. You will receive feedback through group submission.

Group Submissions (40pt)

Every week, there is an in-class discussion of assigned reading(s) and an analysis/summary project.

You will be assigned to a group, which may change every week. Everyone is expected to do their assigned reading and prepare notes to share with the group for Wednesdays and study the assigned building and prepare diagrams/tables for Monday discussions. Note that other members of your group have different readings/buildings and you will be

the expert of the group on your subject. For instruction of individual assignments, refer to Canvas.

All the submissions are via Canvas as **pdf** files. Each week's group submissions are due 11:59 pm **Saturday** of the same week. Late assignment results in a 10% score deduction per day. No submission will be accepted after a week.

Undergraduate Final Project (10 pt.)

Expanding the summary tables that are created throughout the term, you will create a table that summarizes the main features of traditions that are discussed in this class. A building is assigned to each student is assigned to a building. Using this table, you will discuss an assigned building.

Graduate Final paper (30 pt.)

Graduate students are expected to produce a research paper on a building or a theme related to the content of this class. The paper will be completed in 4 phases:

- 1) **Topic** - you may choose from the provided list of topics or propose yours. Due end of week 2.
- 2) **Proposal** – The proposal includes a general description of the subject, the main question /thesis and a bibliography. Due end of week 3.
- 3) **Expanded outline** – This is the first draft of the paper in the format of an outline. Due end of week 6.
- 4) **Final paper**. Due

Details and instructions are posted to Canvas.

Grading

| | U | G |
|------------------------|-----|--------------|
| Quizzes | 30% | 25% (30/120) |
| Individual Submissions | 20% | 17% (20/120) |
| Reading Notes | 10% | |
| Analyses/Review | 10% | |
| Group Submissions | 40% | 33% (40/120) |
| Reading | 20% | |
| Analyses | 20% | |
| Final Project | 10% | |
| Final Paper | | 25% (30/120) |
| Topic | | |
| Proposal | | 5 |
| Outline | | 10 |
| Final | | 15 |

The minimum passing score for undergraduate pass/no pass option is 70/100.

The minimum passing score for undergraduate pass/no pass option is 80/100.

COURSE / UNIVERSITY POLICIES

Attendance

Class attendance is an important part of your learning experience. You are expected to be in class on time and stay for the entire class period. It is required to participate in group discussions. There is no attendance grade. However, to answer the quizzes and participate in group discussion /submission you must attend the class. More than 2 unexcused absence will each deduce a third of letter from final grade. (For example, B+ will be turned into B.) **More than 4 absences will result in an F grade.**

iClicker quizzes are used for attendance record. If you attend the class but did not have your iClicker, I will correct your attendance record manually if you let me know before the class AND email me same day.

Participation

Participation in class discussions is required for submitting the group assignments. Absence from the group discussion may result in 0 grade for that assignment. (See “Group Work” bellow.)

For an excused absence (e.g. illness with a doctor note), it is the student’s responsibility to inform the instructor as soon as they can.

Group work

As part of academic education, you are expected to develop skills of participating in group works. However, sometimes problems may occur that may need instructor’s interference. In that case, you are expected to inform me in 7 days after the assignment submission.

If a student is absent from the group discussion, they will automatically lose 20% of the group grade. If they manage to contribute to the group work, they can receive 80% of the group grade. This is at discretion of other group members.

Late submission

For individual assignments, no late submission is accepted.

For group assignments, late assignment results in a 10% score deduction per day. No submission will be accepted after a week.

Equality and Inclusion

The University of Oregon is working to create an inclusive learning environment. If there are aspects of the instruction or design of this course that result in disability related barriers to your participation, please notify me as soon as possible. I am happy to do what is necessary to provide an optimum learning environment for all students. For more assistance, you may also contact the [Accessible Education Center](#).

Academic Integrity

At the University of Oregon, students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.

other University policies

Refer to: <http://dos.uoregon.edu/conduct>.

Schedule

| | | Lecture | Thematic Reading Due 8am | Summary/Analyses Due 8am | Group works due midnight |
|------------------------------------|-----------|------------|---|------------------------------------|-----------------------------|
| Graduate Paper | w1 | Mon, 09-24 | Introduction | | |
| | | Wed, 09-26 | First Society | Historiography | Sat. 09-29 |
| Topic 10-07 | w2 | Mon, 10-1 | Early Settlements | | Comparative Table |
| | | Wed, 10-3 | Stone Age Villages | The Origin of Architecture | Sat. 10-06 Sat. 10-06 |
| Proposal 10-14 | w3 | Mon, 10-8 | Early Cities in Mesopotamia | | inside-outside |
| | | Wed, 10-10 | Iron Age in Crete & Persia | Vernacular | Sat. 10-13 Sat. 10-13 |
| (revision) 10-21 | w4 | Mon, 10-15 | Greece | | Comparative Table |
| | | Wed, 10-17 | Rome | Gender | Sat. 10-20 Sat. 10-20 |
| Expanded Outline 11-04 | w5 | Mon, 10-22 | Early Christian & Byzantine | | Home Typology |
| | | Wed, 10-24 | Biblical Jerusalem & Early Islam | Cultural Exchange & Identity Signs | Sat. 10-27 Sat. 10-27 |
| (revision) 11-11 | w6 | Mon, 10-29 | Mediaeval | | Jerusalem |
| | | Wed, 10-31 | Renaissance | zeitgeist | Sat. 11-03 Sat. 11-03 |
| Final Submission 12-01 OR 12-08 | w7 | Mon, 11-5 | Baroque | | Geometry |
| | | Wed, 11-7 | Safavid Persia & Ottoman | surface | Sat. 11-10 Sat. 11-10 |
| | w8 | Mon, 11-12 | India-Buddhism & Hinduism | | Comparative Table |
| | | Wed, 11-14 | China | lived space | Sat. 11-17 Sat. 11-17 |
| | w9 | Mon, 11-19 | japan | | Flexible Space |
| | | Wed, 11-21 | South America | Inspiration and appropriation | Sat. 11-24 Sat. 11-24 |
| | | | | Final | Sat. 12-01 Or 12-08 |

Note: Lecture contents and assignment subjects may change.