

Course Syllabus

IA 312 :

Spring 2017

Advanced History and Theory of Architectural Design and Decorative Arts

Advanced analysis of historical to contemporary works of architectural design through theoretical and practical perspectives on the development of the design profession, with a focus on the discipline of interior design and decorative arts through such dynamics as industry, culture, style and craft.

Location and Time:

Class Location: CPS room 323

Class Time: Mondays, 9:35 - 10:50 am

Hybrid Online Time: 75min Self Scheduled Per week. For Readings, Films/Media and Projects/Assignments

Instructor : Aaron Kadoch, Assistant Professor

Email: akadoch@uwsp.edu

Telephone: 715-346-4940

Office: CPS Room 330B

Office Hours: Mondays and Tuesdays 12pm - 3:30pm, Other times by appointment.

Rental Texts:

1. Whiton, Sherrill and Abercrombie, Stanley. Interior Design and Decoration. Prentice-Hall, 2008

Course Readings:

Provided on D2L

Course Work Evaluation and Grading:

1. Class Participation/Exercises:	Total Points:	12
2. Design Journals 1-3 (8 Points Each)	Total Points:	24
3. Ashley Furniture Styles Competition	Total Points:	12
4. Quizzes 1- 3: (6 points Each)	Total Points:	18
5. Midterm Exam	Total Points:	8
6. Frank Lloyd Wright Project:	Total Points:	8
7. Final Materials Research Project	Total Points:	10
8. Final Exam: All reading references	Total Points:	8

Total Points For Course: 100

Grades / Points:

A : 100-95 Points

A- : 90- 94.9 Points

B+: 89.9 - 86 Points

B : 85.9 - 83 Points

B- : 82.9 - 80 Points

C+: 79.9 - 76 Points

C : 75.9 - 73 Points C- : 72.9 - 70 Points D+: 69.9 - 66 Points
D : 65.9 - 63 Points D- : 62.9 - 60 Points **F : 59.9 - 0 Points = Fail**

Course Learning Outcomes:

1. Perspectives on Studying History and Design

The theory that how you see history, events, time, and design through varying perspectives is critical in gaining an objective and analytical foundation for understanding historical and contemporary trends.

2. Universal Underpinnings of Design and Elements of “Style”

There are human elements that shape design which follow cyclical, and universal trends, and forms an understanding of what is “Timeless” and what is “fashionable” or “contextual,” and one can distinguish the universal from the stylistic. The theory that style is the result of an equally human construct and that is a cycle of spiritual, practical and natural motivations is also a universal principle which has guided historical trends in design.

3. Design as a Professional Service/Commercial Commodity.

The history of design can be studied from the perspective of need, use and function, which underlies the contextual roots of the profession of design, of the patron to craftsman relationship, and of the client to the design firm. These trends which speak to the economic aspects and underpinnings of design reveals an interesting understanding for the young design professional to be able to form critical design philosophies with respect to how they plan to shape the world of the future. It helps distinguish inspiration from necessity, form, from function, and process from happenstance.

4. Case study of “Contextual” Design in the development of cultural design dynasties

Realizing that there are major influential players in the history of design that have and continue to shape practice, industry and style.

5. Materials and Methods of Construction and Notions of “Craft”

Materials and methods have also formed a “concrete” framework around capability, opportunity, technology and cultural meaning. It is the substance of design in physical matter. Design does not exist without material.

Inclusive Excellence Policy

The Division of Interior Architecture is committed to making all experiences, within the classroom setting, across the UWSP campus, as well as within the community, open, inclusive, equitable, and supportive to all people. We therefore promote academic forms of **Inclusive Excellence** in our courses and within our major.

What Is Inclusive Excellence? Inclusive Excellence is our active, intentional, and ongoing commitment to bridge differences with understanding and respect so all can thrive."

The Association of American Colleges & Universities (AAC&U) Inclusive Excellence initiative focuses on teaching and learning and advocates four goals: 1. Achieving academic equity in inclusive, welcoming settings. 2. Teaching and learning the skills, knowledge, and mindsets needed to make constructive contributions in an increasingly diverse society. 3. Creating a climate in classrooms and on campus that supports all students. 4. Getting students working together across social groupings.

The Division of Interior Architecture is supportive of UWSP's mission to:

"establish a comprehensive and well-coordinated set of systematic actions that focus specifically on fostering greater diversity, equity, inclusion, and accountability at every level of university life."

<http://www.uwsp.edu/acadaff/Pages/inclusiveExcellence.aspx>

Overall Work Ethic:

Your overall work ethic will manifest itself in several ways. How much time and enthusiasm you spend on the work at hand will be reflected in the quality of your thought processes and depth of learning. Your work ethic is a reflection of your interest from day one and the total effort, energy in and out of class that you provide. Your work ethic is also reflected in the care and respect you exhibit with your classmates and your professor through verbal and written communication. In general, your work ethic is a mirror of you and the quality of your work, largely based on inquiring, searching, thinking and spending time to research and probe.

Hybrid Course Format:

IA 312 has been designed as a "hybrid" course meaning that a number of class meetings (face-to-face) have been replaced with outside activities and online computer activities. We will be using Desire to Learn (D2L) as our online course management system. Students will receive information on how to use D2L as well as specific assignments for discussions of course material. Approximately 50% of our class time will be spent online and in the field, in asynchronous (any time, any place) activities; the remainder of the classes will be face-to-face (F2F) in the physical classroom. Keep in mind that with this system class time is not eliminated but self-determined and therefore your responsibility to manage. Even though "work time" is individually scheduled, due dates/times are strictly enforced. See schedule for all class listings and due dates.

General Course Policies:

1. Due Dates:

All projects are due on time, per the schedule. No late submittals will be accepted. If in the event of extenuating circumstances such as medical emergencies, family emergencies or extreme personal emergencies notify me to make alternate arrangements for submitting course work prior to the due date.

2. Technology Policy:

All cell phones and devices are to be turned off. No laptops or electronic equipment is allowed in the course while lecture /discussion is in session. Certain activities and workshop days you are allowed to have you laptops for working on the project assignments. You may be asked to leave the room if caught using your device, or you may be asked to place it in storage until after class.

3. Communication:

Like all aspects of education and professional conduct, clear communication is essential. You will be receiving initial information and outlines about the course up front. All official documents will be posted on D2L. You will receive information and additional /supplemental information throughout the semester through email, documents posted on D2L, and verbally in-class. You are required to actively communicate by checking email for notifications, checking D2L for notifications and posts, and listening in class to updates regarding your assignments.

Any information that you feel is important to be communicated, please email me and/or make an appointment for an office visit. You are expected to notify me of any academic or personal issues affecting you or your ability to perform in the course, attend lecture and studio or fulfill any specific project requirements as soon as the problem becomes apparent. Notify your advisor of any extreme personal circumstances. See attendance requirements.

4. Attendance Policy : You may accrue negative points for missing classes

You will be required to attend every class. If for personal emergency or grave health reasons you are unable to attend a class, you must notify me, by email, no later than the morning before class and give an explanation as to the reason why you are unable to attend. Serious health issues will require a note from a physician or campus medical staff. You will be expected to stay up to date with class work and schedule make-up time for any approved extenuating circumstances. You will be given one free missed class. If you miss 2 classes without any notification based on the above mentioned circumstances you will have 1 point deducted from your grade. For every class missed, you will continue to lose 1.5 points from your overall grade.

5. Plagiarism Policy:

Plagiarism is not accepted and will automatically result in a failing grade for the assignment and possibly the course, depending on the severity of the violation.

What is plagiarism? According to the [Merriam-Webster Online Dictionary](#), to "plagiarize" means:

- 1) to steal and pass off (the ideas or words of another) as one's own;
- 2) to use (another's production) without crediting the source;
- 3) to commit literary theft;
- 4) to present as new and original an idea or product derived from an existing source.

Additionally it is not acceptable to provide others with work knowing that the other party will present it as their own.

Photo Credits: You must give credit to All image and web sources and must include the following items in your journals/assignments

1. Source Location: Name of Book, Website Address with link, Magazine Name
2. Author (s) Name
3. Date of Publication
4. Location of Project
5. If using a photograph of architectural work, site the photographer's name, designer's name and any additional credit to the original work being photographed such as the builder or client.

Use the following source for all citation formats for APA style:

<http://www.library.cornell.edu/resrch/citmanage/apa>

Source Credits:

Journal article, one author, accessed online: References to periodical articles must include the following elements: author (s) last name, first initial. (date of publication). Article title. Journal title, volume number, issue number (if applicable), page - numbers. Website URL

Ku, G. (2008). Learning to de-escalate: The effects of regret in escalation of commitment. *Organizational Behavior and Human Decision Processes*, 105(2), 221-232. <http://.....>

Magazine article, in print: Last Name, First Initial. (Year, Month day). Title of Article. Magazine Name, Issue Number, Page- Numbers.

Kluger, J. (2008, January 28). Why we love. *Time*, 171(4), 54-60.



Professional Standards set forth by the Council for Interior Design Accreditation are used to evaluate interior design programs that **prepare students for entry-level interior design practice** and **position them for future professional growth**. CIDA Website [Link](#) for more information on CIDA [Professional Standards](#).

CIDA Professional Standards are applied to the University of Wisconsin – Stevens Point Program courses. Each course is paired with appropriate standards.

NOTICE TO STUDENTS: Student work is an important part of the accreditation review process. Student work from Interior Architecture courses required for the BFA degree is selected and saved over three years before each accreditation site visit (next one is in 2017-2018). Students will be notified if their work is to be included in the archival process for the accreditation site visit review.

Application of CIDA Professional Standards for each course is listed on these forms and included with the respective course syllabus for student, faculty, and site visitors' reviews.

**Interior Architecture Program Course:
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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 Learning Expectations

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.

- a) 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. (*Material culture relates to the making, history, preservation, and interpretation of objects*).
- d) architecture.
- e) art.
- f) Students apply precedents to inform design solutions