

SPOKANE FALLS COMMUNITY COLLEGE

Course Learning Objectives Student Learning Outcomes

Course Title: History of Interiors I
Prefix and Course Number: INTDS 179

Last Modified: F17

Course Learning Objectives

- I. INTRODUCTION TO THE HISTORY OF INTERIOR DESIGN
 - A. Integrating Architecture, Interior design, Furniture, and Decorative arts
 - B. Approaches to Design History
- II. ANTIQUITY
 - A. Egypt (4500-332 BCE)
 - B. Greece (1000-146 BCE)
 - C. Rome (509-180 BCE)
- III. THE ARTS OF EAST ASIA
 - A. China (206 BCE – 12th-18th Centuries)
 - B. Japan (552 CE – 19th Century)
- IV. THE MIDDLE AGES
 - A. Early Christian (3rd - 7th centuries)
 - B. Byzantine (330-1453 CE)
 - C. Romanesque (8th Century – 1150 CE)
 - D. Gothic (1150-1550)
- V. THE RENAISSANCE
 - A. Italian Renaissance (1400-1600)
 - B. French Renaissance (1515-1643)
 - C. English Renaissance (1485-1660)
 - D. American Colonial (1607-1720)
- VI. BAROQUE
 - A. European Baroque (1590's-1750)
 - B. France -Louis XIV (1643-1715)
 - C. English Restoration (1660-1689)
 - D. English William and Mary (1689-1702)
 - E. English Queen Anne (1702-1714)
- VII. ROCOCO
 - A. French Regence (1700-1760)
 - B. Louis XV
 - C. English Georgian (1702-1770)
 - D. American Georgian (1700's-1780's)

Student Learning Outcomes

By the end of this course, a student should be able to:

1. Ability to understand the dominant influences and characteristics of historical interiors, furniture, ornamental design, and architectural styles used in Antiquity, the Middle Ages, the Far East, the styles of the Early Renaissance in Italy, France and England, European Baroque and Rococo, etc.
2. Compare and assess style changes between cultures, civilizations and countries.

3. Ability to analyze the key developments within a particular historical environment, i.e. the invention of concrete by the Romans, or the introduction of the flying buttress during the Gothic period, etc.
4. Evaluate the significance of style changes inclusive of social, political, environmental and religious forces.
5. Observe and analyze the style of individual artists, decorators and architects of each period, i.e. monks as amateur architects with that of the architect Brunelleschi, a goldsmith by training, etc.
6. Apply visual discrimination to the analysis and interpretation of historical styles, i.e. identify the difference between a Greek klismos chair to that of a chair designed during the Roman Empire.
7. Recognize and identify the components and materials of period style interiors and furniture, i.e. cedar and gold gilt used for Egyptian furniture to that of oak and “linen fold” carving used during the Early French Renaissance, etc.
8. Ability to understand and deploy historical terminology in a comprehensive manner, i.e. “cartouche”, “champlev’e”, and “campaniform” capital.