

# SPOKANE FALLS COMMUNITY COLLEGE

## Course Learning Objectives Student Learning Outcomes

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**Course Title:** History of Interiors II  
**Prefix and Course Number:** INTDS 180

**Last Modified:** F17

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### Course Learning Objectives

- I. EARLY NEO-CLASSICAL
  - A. French - Louis XVI (1774-1789)
  - B. Late English Georgian (1760-1810)
  - C. American Federal(1776-1820)
- II. LATE NEOCLASSICAL
  - A. Directoire, French Empire (1789-1815)
  - B. Biedermeier, German Greek Revival (1815-1848)
  - C. English Regency (1790's-1840's)
  - D. American Greek Revival, American Empire (1820's-1860's)
- III. INDUSTRIAL REVOLUTION
  - A. England (1750-1900)
  - B. Austria (1800's- 1920's)
  - C. Michael Thonet (1796-1871)
  - D. America (1750-1900)
- IV. VICTORIAN REVIVALISM
  - A. Gothic Revival (1830's-1880's)
  - B. Italianate, Renaissance Revival (1830's-1870's)
  - C. Second Empire, Rococo Revival(1845-1870's)
  - D. Eclecticism (1880's-1940's)
- V. REFORMS
  - A. Shakers (1774-1900)
  - B. English Arts and Crafts (1860's-1910)
  - C. Shingle Style and American Arts and Crafts (1880's-1930's)
- VI. INNOVATION
  - A. Art Nouveau(1880's-1910)
  - B. Vienna Secession (1887-1920's)
  - C. Chicago School(-1880's-1910's)
  - D. Modern Forerunners (Wiener Werkstatte)(1900-1920)
  - E. De Stijl(1917-1931)
  - F. The Bahaus (1919-1933)
  - G. International Style (1920's-1930's)
  - H. Art Deco, Art Moderne (1920's-Early 1940's)
- VII. MID- CENTURY MODERNISM
  - A. Scandinavian Modern (1940's-1960's)
  - B. Post WWII Modernism (1940's-1960's)
  - C. Postmodern (1960's-1990'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, i.e. Italian Baroque, the French, English and American periods.
2. Compare and assess style changes between countries.
3. Ability to analyze the key developments within a particular historical environment, i.e. the Great Fire of London and its effect on chair design, etc.
4. Evaluate the significance of style changes inclusive of social, political, and religious forces.
5. Observe and analyze the style of individual artists, furniture designers and architects of each period, i.e. the French cabinetmaker, Andre Boulle' with that of Thomas Chippendale of England, etc.
6. Apply visual discrimination to the analysis and interpretation of historical styles, i.e. identify the difference between a Louis XV chair to that of a Chippendale chair.
7. Recognize and identify the components and materials of period style interiors and furniture i.e. "Boulle work" to that of oriental lacquer application.
8. Ability to understand and deploy historical terminology in a comprehensive manner, i.e. "Boulle work, ormolu mounting, etc.