



**ROCHESTER INSTITUTE OF TECHNOLOGY  
COURSE OUTLINE FORM**

**COLLEGE OF IMAGING ARTS AND SCIENCES**

**Art History**

**NEW COURSE:** CIAS-ARTH-345-HistoryArchitInteriorsFurnI

8-28-14 chg in 2c-who is required to take this course

**1.0 Course Designations and Approvals**

<b>Required course approvals:</b>	<b>Approval request date:</b>	<b>Approval granted date:</b>
Academic Unit Curriculum Committee	Dec. 1, 2010	Dec. 1, 2010
College Curriculum Committee	Feb 11, 2011	Feb 11, 2011

<b>Optional designations:</b>	<b>Is designation desired?</b>		<b>*Approval request date:</b>	<b>**Approval granted date:</b>
General Education:	Yes			
Writing Intensive:		No		
Honors		No		

**2.0 Course information:**

<b>Course title:</b>	History Architecture Interiors Furniture I
<b>Credit hours:</b>	3
<b>Prerequisite(s):</b>	None
<b>Co-requisite(s):</b>	None
<b>Course proposed by:</b>	Eileen Feeney Bushnell
<b>Effective date:</b>	Fall 2013

	<b>Contact hours</b>	<b>Maximum students/section</b>
Classroom	3	35
Lab		
Studio		
Other (specify)		

**2.a Course Conversion Designation**

	Semester Equivalent (SE) Please indicate which quarter course it is equivalent to:
√	Semester Replacement (SR) Please indicate the quarter course(s) this course is replacing: 2039-306 History of Architecture, Interiors and Furniture 1 and 2039-307 History of Architecture, Interiors and Furniture II
	New

## 2.b Semester(s) offered

Fall	√	Spring	Summer	Other
------	---	--------	--------	-------

## 2.c Student Requirements

**Students required to take this course:** (by program and year, as appropriate)

Interior Design and Wood majors

**Students who might elect to take the course:**

Students in the Schools of Art, Design, or American Crafts required to take art history electives; students pursuing an art history minor; students with an interest in the history of art, architecture, or design in need of general education courses.

## 3.0 Goals of the course:

- 3.1 Provide a comprehensive overview of the history of architecture, interiors, and furniture from the Ancient World to the 19<sup>th</sup> century.
- 3.2 Develop an understanding and appreciation of the relationships between culture, technology, and the environment, and how they effect and contribute to the creation of architecture, interior design, and furniture.
- 3.3 Develop an understanding for how social groups function within and without according to the dictates of the built environment.

## 4.0 Course description

**Course number:** ARTH-345

**Course name – Long Title:** History of Architecture, Interiors and Furniture I

**Course name – Short Title:** Hist of Archit, Int and Furniture I

**Prerequisites:** none

**Class 3, Lab 0, Credit 3 (Semester offered – Fall)**

This is a survey course on the history of western architecture, interiors, and furniture, and will provide the student with an overview of the components of style, construction, and material as represented by architecture and home furnishings from the Ancient World to the 19<sup>th</sup> century. As part of the process, the focus of the class will be also on the relationships between architecture, interiors, and furniture and their socio-cultural implications.

## 5.0 Possible resources (texts, references, computer packages, etc.)

- 5.1 Blakemore, Robbie. *History of Interior Design & Furniture*. 1997

## 6.0 Topics (outline):

- 6.1 Overview
- 6.2 Ancient Egypt
- 6.3 Ancient Aegean, Minoan, Crete
- 6.4 Ancient Greece
- 6.5 Etruscan
- 6.6 Roman
- 6.7 Early Christian, Byzantine, Islamic

6.8	Medieval
6.9	Romanesque
6.10	Gothic
6.11	Asian
6.12	Asian, African, South Pacific
6.13	Americas
6.14	15 <sup>th</sup> Century, Early Renaissance in Europe
6.15	16 <sup>th</sup> Century Renaissance
6.16	16 <sup>th</sup> -17 <sup>th</sup> Century Baroque
6.17	17 <sup>th</sup> Century, Baroque, Louis XIV, Andre Boulle
6.18	18 <sup>th</sup> Century Rococo, Louis XIV, Louis XV, XVI, Georgian, Neo-Classicism, William Kent, Robert Adam

**7.0 Intended course learning outcomes and associated assessment methods of those outcomes**

Course Learning Outcome	Assessment Method
7.1 Construct a comprehensive overview of the history of architecture interior design and furniture	Readings, discussion, exam
7.2 Demonstrate an understanding of the relationships between architecture, interior design and furniture	Readings and discussion
7.3 Demonstrate an understanding of the importance of history in terms of developing personal designs.	Discussion, paper
7.4 Compare the relationships between culture, technology and the environment, and describe the relative effects of their contributions on the built environment and social interactions.	Discussion, paper, exam

**8.0 Program outcomes and/or goals supported by this course**

8.1	Enable students to obtain an understanding of the forms, functions and meanings of works of art and architecture in their historical context.
8.2	Enable students to develop critical thinking and reading, writing and speaking skills that may be applied to the contextual analysis of works of art and architecture, and, in fact, an entire world of objects and images. These skills will be of capital importance in whatever field the student chooses to work.

**9.0**

	General Education Learning Outcome Supported by the Course, if appropriate	Assessment Method
<i>Communication</i>		
√	Express themselves effectively in common college-level written forms using standard American English	Written responses and/or formal paper
√	Revise and improve written and visual content	Written responses and/or formal

		paper
√	Express themselves effectively in presentations, either in spoken standard American English or sign language (American Sign Language or English-based Signing)	Class discussion; oral presentations
√	Comprehend information accessed through reading and discussion	Written responses, class discussion, and/or paper
<b><i>Intellectual Inquiry</i></b>		
√	Review, assess, and draw conclusions about hypotheses and theories	Written responses and class discussion
√	Analyze arguments, in relation to their premises, assumptions, contexts, and conclusions	Written responses and class discussion
√	Construct logical and reasonable arguments that include anticipation of counterarguments	Written responses and class discussion
√	Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information	Formal research paper
<b><i>Ethical, Social and Global Awareness</i></b>		
√	Analyze similarities and differences in human experiences and consequent perspectives	Written responses and class discussion
	Examine connections among the world's populations	
	Identify contemporary ethical questions and relevant stakeholder positions	
<b><i>Scientific, Mathematical and Technological Literacy</i></b>		
	Explain basic principles and concepts of one of the natural sciences	
	Apply methods of scientific inquiry and problem solving to contemporary issues	
	Comprehend and evaluate mathematical and statistical information	
	Perform college-level mathematical operations on quantitative data	
	Describe the potential and the limitations of technology	
	Use appropriate technology to achieve desired outcomes	
<b><i>Creativity, Innovation and Artistic Literacy</i></b>		
√	Demonstrate creative/innovative approaches to course-based assignments or projects	Formal research paper
√	Interpret and evaluate artistic expression considering the cultural context in which it was created	Written responses, class discussion, exams

## 10.0 Other relevant information

10.1 Classroom with slide projector, VCR/DVD player, and computer hook-ups