SCHOOL OF HUMAN SCIENCE
HMS 212.601 History of Interiors
SPRING 2020

Instructor: Leisha M. Bridwell, MFA, RID, IDEC
Course Time: Class will be online except for the April 1 Field Trip to Bayou Bend—Mark your calendar!
Prerequisites: None

Office: HMS South, Room 102B
Course Location: Online
Office Hours:
M: 10:30 – 11:30 AM
T: 10:00 – 12:00 PM
R: 10:30 – 11:30 AM; 1:00 – 2:00 PM
Other times by appointment

Phone: Office (936) 468-2371
Credits: 3 hours
HMS Office: (936) 468-4502
Email: For course related issues, please use the e-mail feature in Desire2Learn in MyCourses

I. Course Description:
Identification of styles of furniture, furnishings, and architecture; the relationship of culture to interiors; Classical, French, English, American, and contemporary periods and styles influencing interior environments.
Course Fee $75 for field trip.

Course Justification:
HMS 212 History of Interiors is a 3 hour credit course. This course will typically be taught two days a week for 150 minutes for 15 weeks culminating with a 2-hour final exam week 16. Students have significant reading, 4 quizzes, 5 weekly assignments, 1 writing summary, 1 major poster project, 3 major exams and a final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

II. Intended Learning Outcomes/Goals/Objectives:
The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development.

In the College of Education at Stephen F. Austin State University, we value and are committed to:
Academic excellence through critical, reflective and creative thinking
Life-long learning
Collaboration and shared decision-making
Openness to new ideas, culturally diverse people, and innovation and change
Integrity, responsibility, diligence, and ethical behavior, and
Service that enriches the community

The content of HMS 212 relates to the College of Education’s Conceptual Framework and Vision, Mission, Goals and Core Values. As with all interior design courses, concerted effort is made in HMS 212 to prepare students for excellence in the design profession. In particular, HMS 212 enhances student learning by exposing students to diverse cultures while studying historic architecture, furniture and furnishings of design and serves as a foundation course in the Interior Design and Interior Merchandising Programs in the School of Human Sciences. It also aligns with the standards of the Council for Interior Design Accreditation (CIDA) to promote learning and understanding of health, safety, and welfare issues in the built environment.

Course content prepares students for successful completion of the National Council for Interior Design Qualification (NCIDQ) exam, the national certification exam for registered interior designers in the state of Texas.

This course enhances student learning in the area of residential design and serves as one of the foundation courses in the Interior Design and Interior Merchandising Programs in the School of Human Sciences. It also aligns with the
standards of the Council for Interior Design Accreditation (CIDA) to promote learning and understanding of health, safety, and welfare issues in the built environment. **Course content prepares students for successful completion of the National Council for Interior Design Qualification (NCIDQ) exam, the national certification exam for registered interior designers in the state of Texas.**

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<tr>
<th>Program Learning Outcomes</th>
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<tr>
<td>The student will display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity, and service) relative to the field of Human Sciences.</td>
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<tr>
<td>The student will exhibit the professional behavior (strong communication skills, a professional image, a good work ethic and adequate preparation for employment in his/her specific discipline) expected in the field of Human Sciences.</td>
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<th>Student Learning Outcomes</th>
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<td>Course content and objectives satisfy specific components from the CIDA 2020 Professional Standards. Through completion of this course, the student will:</td>
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<td><strong>Standard 9: Communication</strong></td>
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<tr>
<td>a) Interpret and communicate data and research</td>
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<td>c) express ideas and their rationale in written communication</td>
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<td><strong>Standard 10: History and Theory</strong></td>
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<td>Students understand the basic context and framework of history as it relates to:</td>
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<td>a) interior design</td>
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<td>b) furniture, decorative arts, and material culture</td>
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<td>c) architecture</td>
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<td>d) art</td>
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<tr>
<td>e) Students understand the social, political, and physical influences affecting historical changes in design of the built environment</td>
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### III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

Course assignments include a digital poster presentation comparing and contrasting two historic periods to deepen student knowledge. Research information in the poster presentation board includes period characteristics such as chair types, chair feet types, woods, finishes, colors, notable architects and furniture designers, interior details, and accessories. Readings, class lectures, quizzes, and exams emphasize the recognition of period pieces, characteristics, and décor.

Daily student activities involve readings, assignments, quizzes and exams. Instructional strategies involve audio lectures, Power Points, research poster, and field trip. Stylistic searches on the internet and the use of the professor-prepared Power Points provided on D2L are the primary examples of technology integration in HMS 212.

Students are required to complete a total of six hours of community service documented by the facility at which the hours are completed. Interior Design & Merchandising faculty will assist in facilitating the connection between the student and the facility. The six hours of service will count for each class the student is enrolled during the current academic semester...not six hours per course enrolled.

Course content is delivered via online videos which follow the PPTs in the course modules. **Students should check the course’s D2L homepage on a daily basis for notices, mail, and assignments.** Neglecting to check the homepage is NOT a valid excuse for missing an assignment due date.
Students should check their grade points at least once a week. Any discrepancies in points must be resolved within one week after assignment grades have been posted; otherwise the posted grade points are considered final and will not be reviewed at a later date.

IV. Evaluation and Assessments (Grading):

Tentative Semester Score Sheet

Part A. Understanding and Comprehension

Exams:
Exam I (Ch. 2, 4, 5, 6, 7, 8) (100 pts) ______
Exam II (Ch. 13, 15) (100 pts) ______
Exam III (Ch. 14, 16) (100 pts) ______
Exam IV (Ch. 18, 19, 20) (100 pts) ______

Daily Quizzes:
Quiz 1 (25 pts) ______
Quiz 2 (25 pts) ______
Quiz 3 (25 pts) ______
Quiz 4 (25 pts) ______

Daily Work:
Daily Work 1 (25 pts) ______
Daily Work 2 (25 pts) ______
Daily Work 3 (25 pts) ______
Daily Work 4 (25 pts) ______
Daily Work 5 (25 pts) ______

Part B. Application

Stylistic Comparison Poster (100 pts) ______
Compare and contrast two similar historic style
Historical Summary (50 pts) ______

COMMUNITY SERVICE REQUIREMENT

6 hours of Community Service – documented (60 pts) ______
Form available in Dropbox

**TOTAL (810 pts) ______
Grading Scale:
774-860 = A
688-773 = B
602-687 = C
516-601 = D
0-515 = F

HMS 212 Digital Poster Presentation
Grade Sheet

Content: ___________ 50 points
- Thorough research of two styles.
- Key stylistic features noted.
- Key designers noted.
- At least 6 images included.
- Dates of styles noted.

Layout: ___________ 25 points
- Information presented in a logical manner.
- Spacing is pleasing not too crowded or too sparse
- Easy to note likenesses of styles.
- Fonts vary for titles, sub-headings, and content.
- Pleasing graphics, good graphic quality and appropriate sizes of graphics.

Professionalism: ___________ 25 points
- Correct spelling
- Well-worded
- Student’s name, course and date included on poster

TOTAL ___________ 100 points

Note: If you are ever experiencing technical difficulties, please use the contact information listed below.
- For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.
- For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.
- To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you’ll find written instructions and video tutorials.

V. Tentative Course Outline/Calendar.

WK 1  Module 1: Egyptian opens on January 15
Greek
WK 2 Roman and Pompeian. **Ungraded Review over Egyptian, Greek and Roman Styles opens.**
Daily Grade #1 due Jan. 22 @ 11:59 PM
Review Quiz over Egyptian/Greek/Roman Styles closes Thursday, January 23 @ 11:59 PM
**Quiz 1** (Egyptian to Pompeian) opens Jan. 24 @ 7:00 AM and closes at 11:59 PM

WK 3 Middle Ages-Byzantine
Middle Ages-Early Christian/Romanesque Middle Ages-Gothic
**EXAM I** Egyptian/Greek/Roman-Pompeian/Middle Ages opens at 7:00 AM; closes at 11:59 PM

WK 4 Italian Renaissance: Quattrocento,
Italian Renaissance: Cinquecento
Italian Renaissance: Baroque

WK 5 French Renaissance
French Baroque,
**Quiz 2** opens Feb. 14 @ 7:00 AM and closes @ 11:59 PM.
French-Rococo

WK 6 French Neoclassic
French-Empire, Austrian-Biedermeier. Review
**EXAM II** Italian Renaissance/ French Renaissance/Baroque/Rococo/ Neoclassic/Empire/Biedermeier opens Feb. 21 at 7:00 AM and closes at 11:59 PM.

WK 7 Hispanic-Moorish/Plateresco:, **Daily Grade #2 opens Monday, Feb. 24**
Hispanic-Desornamentado/Churriguereesco
English-Early Renaissance (Tudor, Elizabethan)
**Daily Grade #2 closes on Friday, Feb. 28 @ 11:59 PM**

WK 8 English-Early Renaissance (Jacobean, Cromwellian)
English-Middle Renaissance (Restoration, William & Mary, Queen Anne, Early Georgian)
(mid-semester)
**Quiz 3** opens on Wednesday, March 4 @ 7:00 AM and closes on Friday, March 6 @ 5:00 PM (note this time change)

03/07-03/15 Spring Break

WK 9 English-Late Renaissance (through Late Georgian): **Daily Grade #3 (Quiz) opens March 16 @ 7:00 AM and closes on Friday, March 20 @ 7:00 AM before Exam III opens.**
English-Late Renaissance (Regency/Victorian)
**EXAM III** Hispanic to English Victorian opens Friday, March 27 @ 7:00 AM and closes SATURDAY, MARCH 28 @ 11:59 PM (Note this change in time)

WK 10 American-Early American; **Download the American Vocabulary handout in the Content section of Module IV to use to identify key American terms. This will be helpful as well as looking at the American PPTs before Wednesday. Wednesday, April 1, Field Trip to Bayou Bend—Mark your calendar!** See itinerary in News Section of Course Homepage.
American-Georgian:

WK 11 American Federal
American Greek Revival
EASTER Holiday

WK 12 American-Victorian/Eclectic:
**Quiz 4 (American Periods)** Opens Wednesday, April 8 @ 7:00 AM; closes on Friday, April 10 @ 11:59 PM
Contemporary Furniture: Ch. 20

WK 13 Contemporary Furniture: Ch. 20. Contemporary Architecture-19th Century
   English Industrial Revolution/Mass Production vs. Handcraftsmanship
   Contemporary Architecture-Arts & Crafts/Art Nouveau: Ch. 19
   **POSTER PROJECT** due in Dropbox on Friday, April 16

WK 14 Contemporary Architecture-19th Century; U.S. Architecture/Richardson/Sullivan: Ch. 20;
   Contemporary Architecture-Wright: Ch. 20. Wright video.
   Contemporary Architecture (20th Century European Architecture/Bauhaus 20th Century American/Others): Ch. 20

WK 15 Contemporary Architecture (Art Deco through Post World War II Modern): Ch. 20
   Contemporary Architecture (Post-Modern to present): Ch. 20

WK 16 **EXAM IV/FINAL EXAM** Opens Sunday May 3 @ 1:00 PM and closes on Monday, May 4 @ 10:30 AM

VI. Readings:

Supplemental which are sources for research for poster project:

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey,
all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

University Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilitieservices

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to (1) using or attempting to use unauthorized materials on any class assignment or exam; (2) falsifying or inventing of any information, including citations, on an assignment; and/or, and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include but are not limited to: (1) submitting an assignment one's own work when it is at least partly the work of another person; (2) submitting a work that has been purchased or otherwise obtained from the Internet source or another source; and/or (3) incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades Policy 5.5

At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the
grade automatically becomes an F except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**IX. Other Relevant Course Information:**

**The Syllabus**

Students must read and adhere to the policies of the course syllabus. The syllabus states objectives, requirements, supplies, and grading criteria for each course.

**Student Grievance Procedures**

If you have a concern about a course you should always speak to the professor as soon as possible. If your concern is grade related, especially a final course grade, you must speak to the professor within five days of receiving the grade as stated in the Grade Appeals procedure of the SFA Student Handbook. If you do not resolve your concern you should then meet with the Coordinator of the Program. If more assistance is needed you should then meet with the Director of Human Sciences. If you still have not resolved your concern you may file a formal Grade Appeal to the Faculty Grade Appeal Committee as stated in the SFA Student Handbook. For problems other than grade issues, speak with the professor of the course first, Program Coordinator second, and the School Director.

**Professional Dress Policy**

There are times throughout the Interior Design/Interior Merchandising program when students are required to wear "professional dress." This attire might be needed to present a project, to visit a showroom or to interview for an internship. Building a professional wardrobe can be an expensive challenge; therefore, a student may begin with a basic suit (three pieces) and add one or two items to the wardrobe each semester. This will provide you with adequate professional clothing throughout the program and give you a wardrobe for your internship and first job.

**Final Exam Policy**

Final exam date and time are established by the university and are not to be changed by the faculty. Students may not ask to change the final exam date or time without having a legitimate reason. If this is the case, then the student must submit a letter to the School Director which then must be approved by all HMS faculty before a date change will occur.