History of Architecture and Decor THE 4285
Spring 2016
The University of Florida – College of Fine Arts
School of Theatre & Dance
Instructor: Professor Mihai Ciupe

_____

Course Meets: Monday and Wednesday, Period 4 and 5
Office Hours: Tuesday, Thursday, Period 4
Office: Room 206 Phone: 273-0509
E-mail: mciupe@ufl.edu

Course Objectives:
The purpose of the class is to familiarize theatre students with the historical progression and interaction of architecture, furniture and interior design, and decorative motifs.
This class will develop the student's skills to research and identify design elements and understand them in a socio-historical context.
The students will gain a deeper understanding of the use of historical research in the creation of theatrical and film designs.

Learning Outcomes:
The student will understand the historical progression of architectural and interior styles and learn the use of associated terms.
The student will learn useful research skills.
The student will learn how to use and adapt appropriate historical research in their designing process.

Recommended text:
History of Interior Design and Furniture by Robbie G. Blakemore; Publisher: Wiley (December 10, 2005), ASIN: B00N4IRK4E
Understanding Architecture: Its Elements, History, and Meaning by Roth Leland 3rd Edition, Publisher: Westview Press, ISBN-13: 978-0813349039
A History of Interior Design **by John Pile**, 2nd Edition; Publisher: Wiley; ISBN-13: 978-0471464341
 Period Style for the Theatre by Russell, Douglas A.; Publisher: Allyn & Bacon ISBN-13: 978-0205064502

ATTENDANCE REQUIREMENTS:

This class consists of material presented during lectures and presentations; students will also present their project work for discussion and review, which will include the entire class. Attendance is required. Absences will affect your final grade, which will be lowered one-half of a letter grade per unexcused absence. Three tardy arrivals will

equal one absence. An excused absence requires documentation of circumstances defined as excused by the university, or instructor approval.

Four unexcused absences will result in a failing grade in this class.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: *https:/catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx*

GRADING: The grading scale will be as follows:

A	94-100 %	A-	90-93%	B+	87-89%
B	83-86%	B-	80-82%	C+	77-79%
C	73-76%	C-	70-72%	D	68-69%
		E	0-67%		

The university grading policies for assigning grade points may be found at *https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx*

The final grade for the semester will be weighted as follows:

Project # 1	**20%**
Project # 2	**20%**
Project # 3	**20%**
Project # 4	**20%**
Visual Dictionary	**10%**
Class Participation	**10 %**

Late work will be reduced by one letter grade per day.

NOTE: Any project for which **no work is submitted** will be deducted from the final grade at a rate of four times the assigned percentage value above, e.g., a project weighted as 10% of the grade will result in a deduction of 40% of the final grade, 15% at 60%, 20% at 80%.

It is not possible to pass this class without submitting work for each assignment.

USE OF ELECTRONIC DEVICES: The use of cell phones or other mobile devices is disruptive, and therefore is prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.

Students are not permitted to use computers during class without specific permission from the instructor, and in that case, students using the computer for work not related to the class must leave the classroom for the remainder of the class period. Classes may not be recorded without express permission from the instructor.

ONLINE COURSE EVALUATIONS: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at *https://evaluations.ufl.edu*. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at *https://evaluations.ufl.edu/results/*

HONESTY POLICY: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (*http://www.dso.ufl.edu/sccr/process/student-conduct-honor- code/*) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

STUDENTS WITH DISABILITIES: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, *www.dso.ufl.edu/drc/*) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

COUNSELING AND WELLNESS CENTER:

http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575

UNIVERSITY POLICE: 392-1111 or 911 for emergencies

DUE DATES:

Projects are due at the start of class time and will be critique during the session. Failure to have a project ready on time reduces the effectiveness of the class meeting and it will affect its grading. If you foresee a need for extra time on a project, bring it to my attention and a possible extension will be considered. Students who do not gain approval for time extensions will have their projects graded as late and are subject to reduction of one letter grade for each session that is late. If a project is more than two session late without approval it will be regarded as a failure.

WEEK 1

Jan. 6
Discuss syllabus in class; goal methodology and expected outcomes.

WEEK 2

Jan. 11
Ancient Egypt

Jan. 13
Ancient Greece

WEEK 3

Jan. 18   **HOLLIDAY**

Jan. 20
Roman Architecture

WEEK 4

Jan. 25
Byzantine Architecture

Jan. 27
Romanesque Period

WEEK 5

Feb. 1
Gothic Architecture

Feb. 3
Gothic Architecture

WEEK 6

Feb. 8   **MIHAI IS OUT OF TOWN**

Feb. 10
      Project # 1: class presentation and critique

WEEK 7

Feb. 15
Renaissance Architecture

Feb. 17
Renaissance Architecture
WEEK 8

Feb. 22
Baroque and Rococo Architecture

Feb. 24
Baroque and Rococo Architecture

WEEK 9

SPRING BREAK

WEEK 10

Mar. 7

Project # 2: class presentation and critique

Mar. 9
19th century: Neo Classicism

WEEK 11

Mar. 14
19th century: Applications of Iron and Steel construction

Mar. 16
Empire Interiors

WEEK 12

Mar. 21
Colonial Architecture

Mar. 23
Victorian Architecture

WEEK 13

Mar. 28
Art Nouveau

Mar. 30
Art Deco

WEEK 14

Apr. 4
20th Century Architecture

Apr. 6
20th Century Architecture

WEEK 15

Apr. 11
Project # 3: class presentation and critique

Apr. 13
20th Century Architecture

WEEK 16

Apr. 18
Recap architectural terms from Ancient Egypt till 20th century Architecture.

Apr. 20
Turning in your **Visual Dictionary**
Project # 4: class presentation and critique

Projects:

Teams of 3 to 4 students will be formed at the beginning of the semester.

During the semester each team will be assigned **4 Projects.**

Each project will focus on finding and then presenting ways of adapting specific historical visual research to <u>start</u> and support the process of designing the space for a theatrical script. <u>You cannot design or recreate scenery based on the chosen historical research.</u>

Adapting means that:

> **A. You can selectively subtract and use particular architectural elements.**

> **B. You will suggest how your research can be manipulated by changing its color, texture and or scale in comparison with the human being.**

The Projects will be presented in front of the class in the form of a Power Point Presentation and will be critiqued by your peers. Each team will have **20 min.** time to present and **10 min**. for critique and discussions.

The Projects will not require ground plans or renderings (although you can do that) and no particular space will be assigned.

Project presentation will include:

1. Brief statement and visual presentation about the period of the play.
2. Clear and brief synopsis of the specific play.
3. Description of different locations in the play including number of possible actors that will be involved as well as prop and furniture that might be of use.
4. Essential characteristics of these locations (i.e. what kind of mood are they supposed to create?)
5. Visual historical research of potential architectural elements, furniture, texture and patterns for different surfaces that are **specifically** used as a source of inspiration in creating the design for each specific location.

Visual research will consider at the minimum: sculptural elements, textures, patterns (for walls for floor) and furniture.

Meet **as a group at least three times outside class** to prepare. Give yourself plenty of time in advance.

Panel groups must meet with me at least one week before their presentation to discuss their ideas, questions and plan. Failure to do so will result in a significant grade reduction for the entire group.

Rules:

-There should be **mutual support and interaction** between panel members during the entire process or preparation and presentation. If there is a problem, contact me ASAP.

-each panel member is an active, oral participant, contributing fully to the session.

-**No text** in PowerPoint presentations other than image identification.

-**No reading from a text or paper** (working from lecture notes or note cards as prompts is fine).Organize your presentation around images that illustrate your points. All members must be able to discuss or answer questions about all the presented material.

Follow common themes and ideas that are supported by your visual research choices.

If you are an audience member, remember that you, too, will be presenting in front of your peers. There should be **mutual support and interaction between panel members and the class** throughout every presentation. Support the folks presenting with your **attention, courtesy and engagement**, and presenters should do the same.

Grading:

The panel receives only one grade, so be sure that each member contributes fully.

Project #1: Team 1: Ancient Egypt: *Antonio and Cleopatra* **(Shakespeare)**

Team 2: Ancient Greece: *Oedipus (*Sophocles)

Team 3: Ancient Greece: *Oedipus (*Sophocles)

Team 4: Ancient Rome: *Titus Andronicus* **(Shakespeare)**

Project #2: Team 1: Romanesque: *A Lion in Winter* **(James Goldman)**

Team 2: Romanesque: *A Lion in Winter* **(James Goldman)**

Team 3: Gothic: *Frankenstein* **(Marry Shelley***)*

Team 4: Gothic: *Frankenstein* **(Marry Shelley***)*

Project #3: Team 1: Renaissance: *Romeo and Juliet* **(Shakespeare)**

Team 2: Baroque: *Cyrano de Bergerac* **(Edmond Rostand)**

Team 3: Rococo: *Tartuffe* **(Moliere)**

Team 4: Empire: *No Exit* **(Jean-Paul Sartre)**

Project #4: Team 1: Victorian: *The Importance of being Earnest* **(Oscar Wilde)**

Team 2: Victorian: *The Importance of being Earnest* **(Oscar Wilde)**

Team 3: Art Nouveau: *The Visit* **(Friedrich Durrenmatt)**

Team 4: Art Deco: *Private Lives* **(Coward)**