course description

This course will introduce students to the history of modern and contemporary architecture through the context of key buildings of the 20th/21st Century, using the architecture of Milan to emphasize key concepts. Students will learn the leaders in architectural history, as well as innovative contemporary designers working today. Through lectures, readings, and discussions, an overview of the architecture, interiors, and furniture of the most significant and unique buildings in history will be explored and examined. By merging conceptual thinking, design thinking, and critical thinking in combination with history, this course will incorporate a complete exploration of modern and contemporary architecture.

learning outcomes

At the end of this course students should be able to:
Read and analyze floor plans, elevations, and sections for key buildings of the 20th/21st Century.
Identify the stylistic movements in 20th/21st century architecture.
Develop the ability to critique architectural spaces and understand their context.
Be able to interpret concepts and design principles for key buildings of 20th/21st century.
Comprehend individual elements of 20th/21st century architecture including structure, material, space, and form.
Understand conceptual, design, and critical thinking as they pertain to the buildings studied.

1 Comprehend conceptual thinking in the following ways
Comprehend conceptual thinking and the concept, parti, or “big idea”.
Understand how the context (site/building/history) relates to the design of the building and/or interiors.
Understand how the program of the space influences the design of the building and/or interiors.
Understand the relationship between the concept in plan, elevation, and section (two- and three- dimensions).

2 Understand design thinking through the study of
spatial relationships  overlapping relationships  circulation/movement  human factors  transitional space proportion + scale  balance  harmony  unity + variety  rhythm  pattern  texture  emphasis  transparency  connections public vs private  separations  color  lighting  materials  furniture  universal design

3 Explore critical thinking by learning how to critically analyze spaces by asking the following questions
1. Has the architect/designer been challenged to think outside the box and create an innovative space?
2. Is there an individual aesthetic, a creative point of view, and a conceptual program for this space?
3. What aspects of design thinking are relevant in the design?
4. What aspects of design thinking are not addressed...but should be?
5. Is the concept expressed, and if so, what elements emphasize and support the concept?
6. Did the architect/designer create an architectural interior that addresses user needs?
7. Do the intended programming requirements fit the intended space?
8. What works and what doesn’t…and what would you change if given the opportunity?
9. How do human factors and universal design pertain to the space?
10. If you were an architectural critic for The Washington Post, how would you write a review of this space?
II. Interior Design: Critical Thinking, Professional Values, and Processes

Standard 2. Global Perspective for Design
Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.

Student Learning Expectations
Students understand:
1) the implications of conducting the practice of design within a world context.

Program Expectations
The interior design program provides:
1) exposure to contemporary issues affecting interior design.
2) opportunities for developing knowledge of other cultures.

Standard 5. Collaboration
Entry-level interior designers engage in multi-disciplinary collaboration.

Student Learning Expectations
Students have awareness of:
1) team work structures and dynamics.
2) the nature and value of integrated design practices.

Standard 7. Professionalism and Business Practice
Entry-level interior designers use ethical and accepted standards of practice, are committed to professional development and the industry, and understand the value of their contribution to the built environment.

Student Learning Expectations
Students understand:
1) the contributions of interior design to contemporary society.
2) various types of design practices.

III. Interior Design: Core Design and Technical Knowledge

Standard 8. History
Entry-level interior designers apply knowledge of interiors, architecture, decorative arts, and art within a historical and cultural context.

Student Learning Expectations
1) Students understand the social, political, and physical influences affecting historical changes in design of the built environment.

Students understand movements and traditions in:
1) interior design.
2) architecture.
3) furniture, decorative arts, and art.

methods of instruction

lectures discussion site visits

required reading

3] Coursepak [correlates to site visits and includes articles on Italian architecture, furniture, lighting + product design]

grading

1) class participation* 20 points
2) journal 80 points [10 points per journal entry]

100 points

*this includes on-time arrival to lectures and site visits + discussions on course readings and lectures