Course Description

This course introduces students to the history of furniture and interiors, tracing historic transformations in their design, production, arrangement and use in diverse cultures, with a focus on Western and East Asian traditions. Through the lens of material culture, style, craftsmanship, and technology, lectures and course readings will present a range of objects and materials, including chairs, tables, beds, lighting, and textiles. Students will also develop visual analysis and writing skills through a field trip and research project on the furniture collections at the Dallas Museum of Art.

Professor Paula Lupkin, Ph.D.
Office: Art 224D
Office Hours: Tuesdays 2-3 and by appointment
lupkinunt@gmail.com

Teaching Assistant: Tania Kolarik
Email: TaniaKolarik@myunt.edu
Office Hours: Wednesdays 12:30-1:30 and by appointment
COURSE OBJECTIVES AND LEARNING OUTCOMES
If you attend each class meeting and engage with the content of the lectures, do the required reading and field trip to the Dallas Museum of Art, and devote care and effort to your final project, at the end of the semester you should:

--gain familiarity with noted designers and key works of furniture and interior design from across time and around the world.

--acquire the skills to identify and interpret the stylistic diversity and cultural role of historic furniture, furnishings, and interiors.

--understand the role of changing technology and materials in design innovation.

---develop research, writing, and drawing skills, using library, museum, and online resources.

TEXTS, REFERENCES, AND AUXILIARY MATERIALS
REQUIRED TEXTBOOKS
Jeannie Ireland, History of Interior Design (Fairchild Books, 2008)
Peter Menzel: Material World: A Global Family Portrait (Counterpoint, 1995)
Anne Massey, Chair (Reaktion Books, 2011)

LIBRARY RESERVES
The course textbooks are available, on two-hour library reserve, at the Eagle Commons Library Reserve desk. Find the reserve course page at: http://iii.library.unt.edu/search/r

COURSE WEBSITE
Ms. Kolarik and I will maintain a Blackboard course website, which can be accessed at learn.unt.edu with your EUID. This is an important source of information and you should check it regularly. I will post announcements on Blackboard, as well as the syllabus, assignments, the attendance roster, calendar, and gradebook.

COURSE EVALUATION
Your grade will be determined by the following criteria:
Class Attendance 5%
Material World Essay 10%
DMA Museum Assignment 15%
Discussion Questions 20%
Mid-Term 25%
Final Exam 25%

SUMMARY OF ASSIGNMENT DUE DATES
Material World Essay January 27
Penny Sparke lecture February 10
Mid-Term March 12
Dallas Museum Trip March 28
Museum Chairs Essay April 16
Final Exam May 14, 10:30 AM
SCHEDULE AND READING ASSIGNMENTS

Reading is assigned to enhance and complement lectures and discussion. Complete each assigned reading by the date listed below.

**January 20  Introduction**
Anne Massey, Chair, Introduction

**January 22  Material World: A Global Family Portrait**
Read text and closely examine the “big picture” photographs in Peter Menzel: Material World: A Global Family Portrait (Counterpoint, 1995)

**January 27  DISCUSSION: Material World: A Global Family Portrait**
[Come prepared to discuss the reading during class.](#)
[Essay due](#)

**January 29  DISCUSSION: SEATS OF POWER**
Anne Massey, Chair, Chapter 1
[Come prepared to discuss the reading and answer questions in writing during class.](#)

**February 3  Seats of Power: Egypt, Greece, Rome, Byzantine Empire**
Ireland, HID, 41-46, 56-59, 177-179,

**February 5  Mobility in the Middle Ages: Romanesque and Gothic**
Ireland, HID, 187-193, 207-211, 213-218, 228-237

**February 10  Guest Lecturer, Penny Sparke, “The Tugendhat House”**
Required Evening Lecture, Penny Sparke, “Plants Inside: The Atrium of John Portman’s Hyatt Regency Hotel, Atlanta” Rm. 223, 6pm

**February 12  NO CLASS**

**February 17 Renaissance In Italy and Spain**
Ireland, HID, 262-271, 273-293

**February 19 Renaissance in England and the Low Countries**
Ireland, HID, 313-321, 297-306, 313-321

**February 24 Baroque and Rococo**
Ireland, HID, 399-400, 412-427, 429-451
February 26  DISCUSSION:  COMFORT
Joan De Jean, The Age of Comfort: When Paris Discovered Casual—and the Modern Home Began,
pp. 102-140, 219-228.
Come prepared to discuss the reading and answer questions in writing during class.

March 3  Neoclassical, Empire, and Greek Revival
Ireland, HID, 429-451

March 5  Empire and Trade:  Spanish and English Colonial Furniture
Ireland, HID, 369-391

March 10  MID-TERM REVIEW SESSION

March 12  MID-TERM

March 17-19  SPRING BREAK

March 24  Classical Chinese Furniture
Ireland, HID, 133-153

March 26  The Industrial Revolution
Ireland, HID, 459-479

March 28  SATURDAY TRIP TO DALLAS MUSEUM OF ART

March 31  Arts and Crafts
Ireland, HID, 487-493

April 2  DISCUSSION: CRAFT AND MATERIALS
Anne Massey, The Chair, Chapter 4
Come prepared to discuss the reading and answer questions in writing during class.

April 7  Art Nouveau
Ireland, HID, 493-497

April 9  Art Deco
Hinchman, Chapter 22, 515-529

April 14  DISCUSSION: LUXURY AND COMFORT
Anne Massey, The Chair, Chapter 4

April 16  No Class—Society of Architectural Historians Annual Meeting
Museum Chairs Essay Due

April 21  Designer Chairs
Anne Massey, The Chair, Chapter 4
Assignment Descriptions

Attendance/Participation 5%
Regular attendance and participation in class discussion is required, as is the field trip to the Dallas Museum of Art.

Material World Essay 10%
On the third day of class we will discuss and examine the photographs and text in Peter Menzel’s *Material World*. After reading and analyzing the book very carefully, choose two of the “big” pictures to compare and contrast in a 750 word essay. Some questions to consider in writing your essay: What can you learn about furniture and material culture from these photographs? What messages does the photographer communicate through this project and the way he photographs his subjects? What is your response to the book? How might it affect your understanding of furniture and the history of furniture? Consider your chosen photographs individually but even more importantly, use comparison to develop a thesis. What questions, issues, does the comparison raise? Use specific examples from the composition or contents of the photograph to support your interpretation.

Museum Chairs Assignment 15%
In the second half of the semester we will visit the Dallas Museum of Art to see their great collection of furniture, especially modern chairs. You will be asked to choose examples from the museum as the subject of an essay of 1000 words. Library research will be required.
Discussion Sheets 20%

Five times during the semester we will be taking a break from the lecture format to informally discuss thematic readings. At the end of each discussion I’ll distribute a sheet with three or four short answer questions for you answer in writing. This is a way for you to demonstrate your knowledge and understanding of the reading. These will be collected, assessed, and returned to you. In the past students have found that these are useful study tools for the mid-term and final. Together these five sheets will be worth 20% of your overall class grade.

Mid-Term 25%
Multiple choice and short answer exam covering lectures, readings, and discussion in the first half of the course. 1.5 hours in length.

Final Exam 25%
Multiple choice and short answer exam covering lectures, readings, and discussion in the second half of the course ONLY. 1.5 hours in length.

Course Policies

Attendance: Your success in this lecture course will depend on your exam grades but also in part, upon your attendance and active engagement. You are expected to be in class at every assigned meeting. An attendance sign-up sheet will be circulated. Be on time for class; arrivals later than 10 minutes after roll is taken may be counted as an absence.

Sometimes an illness, emergency, or other circumstances may cause you to miss class. Absence will only be excused in the case of serious medical or family problems. To be excused for an absence please notify me before class or immediately afterwards and provide proper documentation.

More than two unexcused absences will result in a reduced grade. Each absence beyond two will result in a reduction of your final earned grade. 10 points of your total score will be deducted from your final grade for each absence after two absences. For example, 3 absences=10 points deducted from your total points. A final course grade of 90 (A) will become and 80 (B). If you experience serious personal or academic problems that interfere with your attendance please let me know before it wrecks your grade.

If you miss class, try to borrow a classmate’s notes. The instructor will not assume responsibility for providing class notes to you.

Late or Missing Assignments: All assignments must be completed to pass the course, and submitted on the due dates, in person or through previously arranged electronic submission. Students will only be permitted to turn in late projects in the case of religious holiday observance or medical or family emergencies. Computer, disk, or printer malfunction are not valid excuses. Back up your work at all times. Late assignments will be penalized, with a drop of 10 points per day, including weekend days. Incompletes will be awarded only in instances of medical or severe family emergencies, or other unusual situations beyond the student’s control. Documentation will be required.

Electronic Citizenship: As many students have reported to me, the use of music players, email, or video games during class is distracting to those around you, and detrimental to your own learning and performance in class. A Canadian study has proven that laptop use in the classroom negatively affects
student grades. http://www.theglobeandmail.com/life/parenting/back-to-school/laptops-in-class-lowers-students-grades-canadian-study/article13759430/ Therefore there will be no use of electronic devices in class. Please turn off your cell phones, put away your ipad and laptops when you sit down. Accommodations may be made in the case of students with disabilities with official documentation.

In this course, I will often use email to send messages to students regarding announcements, assignments, and answers to questions. I am receptive to email messages from students; however, I prefer to meet with students in person during my office hours. I hold office hours every Thursday from 2-4 and by appointment. I encourage every student to take advantage of this opportunity to meet with me one on one. Given the size of the class I encourage every student to take advantage of this opportunity to meet with me, even if only to introduce yourself. Your teaching assistant will also have regular office hours. This is the ideal, appropriate time to ask for clarification about course material and policies, or to get help with your research project.

When that is not possible, feel free to email me, but you must allow at least 24 hours for my reply. Because email often takes the place of face-to-face communication, please maintain the same level of courtesy and respect in electronic communications that you would in conversation. Do not write something in an email that you would not feel comfortable saying in person.

**Academic Integrity:** Students in this class have the right to expect that their fellow students are upholding the academic integrity of this University. Academic dishonesty is a serious offense because it undermines the bonds of trust and honesty between members of the community and defrauds those who may eventually depend on our knowledge and integrity. Such dishonesty includes cheating, fabrication, facilitating academic dishonesty, and plagiarism.

The University of North Texas has established a range of penalties for students guilty of plagiarism or academic dishonesty. Appropriate penalties include a failing grade for the course, a failing grade for the assignment, or a reduced grade or redone assignment or even expulsion from the University. All instances of serious plagiarism are reported to the Dean of Students.

Plagiarism is the most common form of academic dishonesty. Plagiarism can be a difficult concept to define; however simply put, plagiarism is using other people’s ideas and words without clearly acknowledging the source of that information. It is important to note that at the university we are continually exposed to other’s idea. We read ideas and words in textbooks, hear them in lectures, discuss them in class, and incorporate them into our own writing. You must always keep in mind that you must give credit where credit is due.

Plagiarism can occur in many forms and media. Although most commonly associated with writing, all types of scholarly work, including interior design projects, music, scientific data and analysis, and electronic publications can be plagiarized. Plagiarism includes, but is not limited to, the appropriation, buying, and receiving as a gift, or obtaining by any other means another’s work and the submission of it as one’s own academic work offered for credit.

To avoid plagiarism you must give credit (for example, in a footnote) whenever you use:
- another person’s idea, opinion, or theory;
If you are unsure what constitutes plagiarism or academic dishonesty, or have difficulty addressing source material in your papers, please consult with the instructor.

**Syllabus Changes:** The syllabus is a reliable outline for the semester’s work, but readings and assignments may be changed at any time at the discretion of the instructor.

**American Disabilities Act:** The College of Visual Arts and Design is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the College will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.

Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at www.unt.edu/oda, and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

**Course Risk Factor:** According to University Policy, this course is classified as a category one course. Students enrolled in this course will not be exposed to any significant hazards and are not likely to suffer any bodily injury. Students will be informed of any potential health hazards or potential bodily injury connected with the use of any materials and/or processes and will be instructed how to proceed without danger to themselves or others.

**Building Emergency Procedures:** In case of emergency (alarm will sound), please follow the building evacuation plans posted on each floor of your building and proceed to the nearest parking lot. In case of tornado (campus sirens will sound) or other weather related threat, please go to the nearest hallway or room on your floor without exterior windows and remain there until an all clear signal is sounded. Follow the instructions of your teachers and act accordingly.

**Student Rights and Responsibilities:** Students in this course are subject to the University of North Texas code of student rights and responsibilities. By taking this course, you agree to refrain from any and all forms of physical and/or verbal abuse, harassment, threats, or intimidation towards students, faculty, staff or others associated with course delivery or instruction. Cases of harassment, threats or abuse will be reported to University authorities. See www.unt.edu/csrr for further information.

**Student Behavior in the Classroom:** Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and
Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr
Please sign this declaration of understanding and agreement with the above syllabus provisions and risk factor.

I ___________________________ (print) acknowledge that I have read the course syllabus. I understand the course structure, grading and attendance policies as well as the risk factor rating. I hereby agree to the syllabus and its provisions.

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Course number and section Risk Rating

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Student phone #, e-mail address (print) Signature Date

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Faculty Name Signature Date