Fall 2019

ARI 368R/388L: HISTORY OF INTERIOR DESIGN II

Instructor: Dr. Tara Dudley

Unique No. 00380/00410  Office: WMB 4.116A
TTh 9:30 – 11:00a  Office hours: TTh 11a – 12p or by appt.
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COURSE DESCRIPTION AND OBJECTIVES

ARI 368R/388L will explore the history of interior design, covering the period from late eighteenth through the twentieth centuries. The primary goal of the course is to explore prevailing design philosophies as well as the relationship of interior design to architecture and the broader social context, including economic and social influences, throughout history.

This course will focus on developing students' visual vocabulary of interior design, including interior spaces, furniture, architectural details, and decorative arts objects. Students will familiarize themselves with sources and concepts used in interior design history and theory; enhance their critical thinking and writing skills; and develop methods for scholarly research within the field of interior design. Students will also hone their research and writing skills, with specific attention to standards of scholarship within the fields of architectural history, interior design history, design history, and historic preservation.

The course meets twice a week for one-and-a-half hours and carries the Writing Flag as a Substantial Writing Component (SWC). Students are expected to read a wide array of primary and background texts and participate in writing assignments.

PREREQUISITES

ARI 368R/388L is open to graduate students and advanced undergraduates. SOA students must have completed Architectural Interior Design History I with a grade of at least a C, or with instructor consent. Upper-division undergraduate and graduate students from other departments are welcome to enroll with the consent of the instructor.

REQUIRED TEXTS


RESERVED TEXTS

**COURSE WEBSITE**
Students can access the course website through Canvas at utexas.instructure.com. You will need an EID to login; if you are registered for the course, you should see Interior Design History II (00380/00410) under the list of Courses. Course materials, including syllabus, reading assignments, auxiliary readings, and work assignments will be posted on this site. You may also be asked to submit some assignments electronically through Canvas.

**ASSIGNMENT DUE DATE/EXAM SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Thurs. Sept. 19</td>
<td>Writing Exercise No. 1</td>
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<tr>
<td>Tues. Oct. 1</td>
<td>Exhibit Catalog Summary</td>
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<tr>
<td>Tues. Oct. 15</td>
<td>Take-Home Mid-term Exam</td>
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<tr>
<td>Thurs. Oct. 24</td>
<td>Draft Writing Assignments Due</td>
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<td>Thurs. Oct. 31</td>
<td>Writing Exercise No. 2/Peer Review No. 1</td>
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<tr>
<td>Thurs. Nov. 14</td>
<td>Exhibit Catalog Format and Revised Drafts Due</td>
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<tr>
<td>Thurs. Nov. 21</td>
<td>Peer Review No. 2</td>
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<td>Thurs. Dec. 5</td>
<td>Final Writing Assignments Due</td>
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<td>Sat. Dec. 14</td>
<td>Take-Home Final Exam</td>
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**COURSE REQUIREMENTS AND GRADING**
Students’ grades will be based on:

- a mid-term exam (20%)
- a final exam (20%)
- draft writing assignment; revised draft writing assignment; and group format (15%)
- final writing assignment and group catalog (15%)
- participation in two writing exercises; group catalog summary; two peer reviews (25%)
- attendance and participation in class discussions (5%)

The distribution of percent and corresponding grades is given below (plus and minus will be given):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>(94-100%)</td>
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<tr>
<td>A-</td>
<td>(93-90%)</td>
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<tr>
<td>B</td>
<td>(85-83%)</td>
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<tr>
<td>B-</td>
<td>(82-80%)</td>
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<tr>
<td>C</td>
<td>(75-73%)</td>
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<tr>
<td>C-</td>
<td>(72-70%)</td>
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<tr>
<td>B+</td>
<td>(89-86%)</td>
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<tr>
<td>C+</td>
<td>(79-76%)</td>
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<tr>
<td>D</td>
<td>(65-63%)</td>
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<tr>
<td>D-</td>
<td>(62-60%)</td>
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<tr>
<td>D+</td>
<td>(69-66%)</td>
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<tr>
<td>F</td>
<td>(59% or below)</td>
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**WORKLOAD GUIDELINES**
At a minimum, students are expected to spend about two hours of outside preparation for every hour in class. For this class, it means a minimum of six hours outside of class per week; if writing assignments are due, students should expect to spend more time to complete their work. Required readings are outside preparation for this course and should be completed before class for the day they are assigned. Students are responsible for all the material in the required readings, whether or not the material has been discussed in class.

**ATTENDANCE POLICY**
Class attendance is required. Students are also required to attend all discussion sessions. Your success in this class will depend, to a large degree, upon your attendance and active engagement. In-class material will be reinforced in the required and recommended readings, and some in-class material may not be covered in the readings. Students are responsible for all lecture material whether or not it is
included in the assigned readings. Class attendance is required and will be monitored. Sometimes an illness, emergency, or other circumstances may cause you to miss class. Missing extensive days results in a significant impact on your work, and to your participation in the class. EACH ABSENCE, FOR ANY REASON (except in rare extenuating circumstances) BEYOND THREE, WILL RESULT IN A REDUCTION OF YOUR FINAL EARNED GRADE. Therefore, 10 points of your total score will be deducted from your final grade for each absence after three absences. (For example, 4 absences = 10 points deducted from your total points. Five absences = 20 points deducted from your total points, etc.) If you miss class, try to borrow a classmate’s notes. The instructor will not assume responsibility for providing class notes to you.

All exams must be taken on the dates scheduled. Students will only be permitted to take make-up exams in the case of medical or family emergencies, or if they are away on official university business. Late assignments will not be accepted. Please take advantage of my office hours to discuss the course or just to talk. If you cannot make my regular office hours, I am willing to meet you by appointment.

RELIGIOUS HOLIDAYS
The University respects religious holidays. Students are excused from attending classes or other required activities, including examinations, for the observance of a religious holiday, including travel for that purpose. If you will miss class (including exams) to celebrate a religious holiday, UT Austin policy requires that you must notify me of your pending absence AT LEAST 14 days prior to the date of the observance of a religious holy day (and your absence). You will be given an opportunity to complete the missed work, including examinations, within a reasonable time (generally one week) after the absence.

ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone). http://www.utexas.edu/diversity/ddce/ssd

UT HONOR CODE AND ACADEMIC DISHONESTY
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Cheating and plagiarism (using another person’s words or ideas without proper attribution) are serious academic offenses and may result in a failing grade or expulsion from the university! If you are unsure about what constitutes plagiarism or have questions about how to employ source material in your assignments, please consult with me. You are encouraged to discuss your assignments with your peers but the work you submit must be your own.

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 ideas. We read ideas and words in textbooks, hear them in lectures, discuss them in class, and incorporate them into our own writing. One must always keep in mind that you must give credit when credit is due.

Plagiarism can occur in a myriad of forms and media. Although most commonly associated with writing, all types of scholarly work, including architectural and interior design projects, music, scientific data and analysis, and electronic publications. Plagiarism includes, but is not limited to, the appropriation, buying,
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. University policy pertaining to scholastic dishonesty applies to in-class assignments, projects, examinations, research reports, papers, and assignments required for the course. Additional information on the definition of academic dishonesty including plagiarism can be found at http://registrar.utexas.edu/catalogs/gi09-10/app/gi09.appc03.html. In order to avoid plagiarism, you must give credit whenever you use:

- Another person’s idea, opinion, or theory;
- Any facts, statistics, graphics, visual images (i.e.: drawings, videos, etc.) that are not common knowledge;
- Quotations of another person’s spoken or written words; or
- Paraphrase of another person’s spoken or written words.

Students who are in violation of the university’s plagiarism policy may be subject to the following:

- Disciplinary probation
- Receive a failing grade for a test, assignment, or the course
- Creation of a disciplinary record which may impact their future
- Suspension or expulsion from The University of Texas at Austin
- Denial of degree

If you are unsure about what constitutes plagiarism and academic dishonesty, or have difficulty addressing source material in your assignments, please consult with the instructor.

**WRITING COURSE**

This course carries the Writing Flag as a Substantial Writing Component (SWC). SWC courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and to read and discuss your peers’ work. You should therefore expect a substantial portion of your grade to come from your written work.

SWC courses meet the following criteria, as established by The University of Texas at Austin policy (see http://www.utexas.edu/provost/policies/writing/):

1. The course includes at least three writing assignments per semester, exclusive of exams and quizzes.
2. The three or more writing assignments total approximately 16 typewritten, double-spaced pages (about 4,000 words.)
3. Major rewriting that requires additional original writing and not merely editing can be considered a separate assignment.
4. Students will receive timely and detailed critique following each writing assignment concerning the quality of their writing and suggestions for improvement.
5. Performance on the writing assignments is an important component of the student’s course grade.
6. Quality of written expression is an important component in determining the student’s course grade.
COURSE SCHEDULE (subject to change)

Week 1: Course Overview/19th Century (Late) Neoclassicism

August 29
Syllabus & Course Overview
French Directoire and Empire
Harwood, Chap. 27

Week 2: 19th Century (Late) Neoclassicism

September 3
French Neoclassicism cont’d./German Biedermeier
Harwood, Chap. 28

September 5
British Regency
Harwood, Chap. 29

Week 3: 19th Century (Late) Neoclassicism/Victorian Design

September 10
American Empire
Harwood, Chap. 30

September 12
Nineteenth-Century Eclecticism
Harwood, Chap. 31-35 (skim pg. 365-438)
Cumming and Kaplan, *Arts and Crafts*, Chap. 1 (pg. 9-30)

Week 4: Victorian Design/Writing Exercise

September 17
Academic Historicism
Harwood, Chap. 32-39 (skim pg. 381-500)

September 19
Writing Exercise

Week 5: Industrialization and Its Discontents

September 24
Reform in Ornament Owen Jones and Christopher Dresser
September 26
Design Reform in England and the U.S.
Harwood, Chaps. 26, 40 and 41 (pg. 301-314 and 501-529)
CANVAS: Catherine Beecher and Harriet Beecher Stowe, excerpts from The American Woman's Home (1869) from Leland M. Roth, America Builds (1983)

Week 6: Industrialization and Its Discontents cont’d.

October 1
Richard Morris and the English Arts and Crafts Movement
Harwood, Chaps. 42 and 43 (pg. 530-558)
Massey, Inter Design Since 1900, Chap. 1 (pg. 7-29)
Cumming, Chaps. 2 and 3 (pg. 31-106)
DUE: EXHIBIT CATALOG SUMMARIES

October 3
The Aesthetic Movement and Art Nouveau
Harwood, Chap. 44 (pg. 560-576)
Massey, Chap. 2 (pg. 31-62)

Week 7: Ornament/Design Professions

October 8
The American Arts and Crafts Movement
Harwood, Chap. 46 (pg. 590-602)
Cumming, Chaps. 4 and 5 (pg. 107-178)
CANVAS: Louis Sullivan, “Ornament in Architecture” from Kindergarten Chats (1892)

October 10
Emergence of the Interior Design Profession
Massey, Chap. 5 (123-144)
CANVAS: Elsie de Wolfe, The House in Good Taste (1913), Chaps. 2-4 (pg. 13-34)
CANVAS: Penny Sparke, The Modern Interior, Chap. 4 (pg. 73-90)

Week 8: Mid-Term/Search for a New Style

October 15
TAKE HOME MID-TERM EXAMINATION

October 17
Frank Lloyd Wright and the Modern Interior
Harwood, Chap. 46 (pg. 590-602)
Cumming, Chaps. 4 and 5 (pg. 107-178)
Week 9: Early Modernism

October 22
**Vienna Secession & Wiener Werkstätte**
Harwood, Chap. 45 (pg. 577-589)
Frank Whitford, *Bauhaus*, Chaps. 1-3 (pg. 9-30)
CANVAS: Sparke, *The Modern Interior*, Chap. 5 (pg. 91-110)
CANVAS: Josef Hoffmann, “The Werkprogram of the Wiener Werkstätte” (pg. 7-10)

October 24
**Emergence of Modernism/Adolf Loos**
Harwood, Chap. 47 (pg. 603-613)
Massey, Chap. 4 (91-122)
CANVAS: Adolf Loos, “Ornament and Crime” (1910)

DUE: DRAFT WRITING ASSIGNMENT

Week 10: Modernism

October 29
**Cubism and De Stijl/The Bauhaus**
Harwood, Chaps. 48 and 49 (pg. 614-635)
Whitford, Chaps. 4-13 (pg. 31-150)
CANVAS: Walter Gropius, “Manifesto of the Staatliche Bauhaus in Weimar” (1919)

October 31
**Writing Exercise and Peer Review**

Week 11: Interwar Modernism in France and Vienna

November 5
**Le Corbusier and the International Style**
Harwood, Chap. 50 (pg. 637-648)
Whitford, Chap. 14 (pg. 151-201)
CANVAS: Le Corbusier, “Type-Needs: Type-Furniture” and “The Decorative Art of Today” from *The Decorative Arts of Today* (1925)

November 7
**The 1925 Paris Exposition: Art Deco and Art Moderne**
Harwood, Chap. 51 (pg. 649-668)
Massey, Chap. 4 (pg. 91-121)
Week 12: Interwar Modernism in Scandinavia and the US

November 12
*Wiener Wohnkultur* and Scandinavian Modernism
Harwood, Chap. 52 (pg. 669-683)
CANVAS: Christopher Long, “The Other Modern Dwelling: Josef Frank and *Haus & Garten*” (1999)

November 14
*American Design Between the Wars*
DUE: CATALOG FORMAT/REVISED DRAFT

Week 13: Modernism in the Postwar Era and A New Age of Design

November 19
*Postwar Design – The New American Home*
Massey, Chap. 6 (pg. 145-162)
CANVAS: excerpts from Paul R. Williams, *The Small Home of Tomorrow* (1945) and *New Homes for Today* (1946)

November 21
*Postmodernism*
Harwood, Chap. 57 (pg. 757-770)
Massey, Chap. 8 (pg. 195-218)
CANVAS: 20th Century Architecture, Chap. 7 “Postmodernism, Deconstructivism…”
DUE: REVISED DRAFT PEER REVIEW

Week 14: Thanksgiving Week

November 26
NO CLASS/Make-up Day

November 28
NO CLASS

Week 15: Wrap Up

December 3
Make-up Day/Final Review

December 5
Final Writing Assignment Due
NO CLASS – Final Reviews

TAKE-HOME FINAL EXAM – Saturday, December 14 due by 5:00 pm
EXHIBIT PUBLICATION WRITING ASSIGNMENTS

In small groups, students will design the format of and develop the content of a publication for an exhibit highlighting interiors, furnishings, or objects of a specific time period, style, or theme. While this assignment is not intended to take the form of a research paper, the same level of effort as far as writing and researching the exhibit catalog is expected. At a minimum, each catalog will include the following:

- Cover
- Table of Contents
- Introduction
- Applicable sections

All information is to be correctly attributed and cited using footnotes or endnotes (type of citation should be consistent in the group publication). The emphasis is on your writing but, be CREATIVE! This is meant to be an exhibit catalog so do include images, timelines, sidebars, etc. where applicable.

Writing Exercise No. 1 (September 19; 100 pts; part of 25% writing assignment grade)
Prior to class meeting, familiarize yourselves with examples of exhibit publications related to historic interiors that are posted on Canvas or held on Reserve in the Architecture Library

In class, we will:
- Assess examples of exhibit brochures/catalogs as a class and in small groups to understand the assignment expectations
- Incorporate student feedback to:
  - finalize the assignment rubric and format/contents of the written assignment
  - create scoring guides for
    - draft and final written publications
    - group assessment
    - self-assessment
- Exhibit Catalog Summaries due (October 1; 100 pts; part of 25% writing assignment grade)

Draft Publication (October 24; 100 pts; part of 15% drafts grade)
Following the rubric and guidelines established in Writing Exercise No. 1, prepare the draft of your exhibit publication. Each group member will complete and submit her or his section(s).

- ALL catalog sections individually (in Word format) via Canvas AND one hard copy to exchange
  - Include any images and citations

Writing Exercise No. 2 and Peer Review (October 31; 100 pts; part of 25% writing assignment grade)

In-class presentation and peer-review of draft publications—STUDENTS ARE EXPECTED TO HAVE ALREADY READ THEIR PEERS’ DRAFTS

- discussion of overall writing practices (grammar, language, formatting, citing, etc.)
- peer view of individual submissions within each group
Revised Draft Publication (November 14; 100 pts; part of 15% drafts grade)
- Each group will complete ONE table of contents and draft format, but each group member will complete and submit her or his revised section(s)
  - ALL catalog sections individually (in Word format) via Canvas AND one hard copy to exchange
  - Complete table of contents via Canvas
  - Draft of catalog format via Canvas
- Peer reviews of revised drafts (November 21; 100 pts; part of 25% writing assignments grade)

Final Publication (December 5)
Based on professor and peer feedback, edit and complete the final publication. Each group will complete ONE cover, table of contents, and catalog to be compiled in publication form. Each group member will also submit her or his section(s).

- Submit individual components (in Word format) via Canvas (100 points; 15% final catalog grade)
- Submit hard copy of complete, formatted catalog (200 points; part of 15% final catalog grade)
  - Cover
  - Table of Contents
  - All individual sections (including citations, images, portraits, photographs, drawings, maps, floor plans)
- Submit self and group assessments to be incorporated into individual final peer review grade

WRITING ASSIGNMENT GRADES

Group Grades
- Participation in Writing Exercise No. 1
- Exhibit Catalog Summaries submitted after Exercise no. 1
- Participation in Writing Exercises No. 2
- Final exhibit catalog

Individual Grades
- Peer review on revised drafts (considering self and group assessments)
- Draft Exhibit Catalog text
- Final Exhibit Catalog text and self/group assessments

Example Catalogs (Others available from Dr. Dudley)
