COURSE GOALS

CONTENT:
- To trace changes in dress in the European cultural sphere (Europe, UK & USA) from early modern through the contemporary periods, as represented in extant literature on costume history, specifically examining changes in
  - Forms of dress
  - Body ideals
  - Meanings associated with those forms and ideals
  - Systems of production and consumption of fashion
- To place those body ideals and forms of dress in their larger cultural, social, economic, technological, and political context, i.e.,
  - To learn how forms of dress aesthetically express the era and society that produce it
  - To learn how forms of dress mark the identities of individual wearers within their historic social context
  - To learn how the study of dress serves as a means for understanding the unique experiences that people in each era have of themselves and the world
- To learn how historic dress is used as inspirational reference for later fashion designers right up to the contemporary era

CONCEPTS & RESEARCH METHODS
- To learn a variety of concepts and research methods pertaining to the study of the history of dress, using a variety of processes including
  - Formulation of research questions,
  - Observation of artifacts,
  - Analysis,
  - Interpretation and
  - Assessment of researcher bias
- To learn about the variety of primary and secondary sources of information for researching dress history, assessing their strength and weaknesses
- To learn to critically evaluate the range of published information available on the history of dress, from academic histories to popular historical representations of the dress of past eras

APPLICATIONS
- To apply the above concepts and methods in costume history research projects.
- To work with a variety of primary, secondary, and tertiary sources of data for costume history, including
  - Dress artifacts
  - Visual arts
  - Literary arts
  - Popular press
  - Oral history
REQUIRED TEXTS:

ADDITIONAL READING:
I reserve the possibility of assigning additional reading for the whole class if something very new and pertinent comes to my attention. In such cases the additional reading would be placed on reserve or accessed over the internet.

I do expect that each student will do significant additional reading in the preparation of his or her individual and team assignments.

CLASS PROTOCOL:
Please note that modifications to this syllabus may occur during the semester due to unforeseen opportunities and/or difficulties.

Materials handed out in class and ppts shown in class (both students’ and instructors) will be provided over WebVista. These may include additional study materials. I expect students to access these as part of study time.

Information presented in class lectures will not strictly repeat information presented in the assigned readings. Thus, class lectures will elucidate the readings with specific examples, or synthesize or add to the information in the readings.

Students are expected to read and mentally digest the material in the readings before class. Come prepared to actively participate in class discussions. Because the architecture of the room or size of the class may not be conducive to discussion, I will actively call on individual students to join the discussion. Failure to respond in a manner indicating familiarity with the assigned readings may lead to reduction in class participation points.

Students will also be asked to participate actively in the class through presentations. Your presentations are intended a) to help you synthesize information you are collecting for your Research Report, b) contribute to the cooperative learning environment in the course, and c) to jump start discussions in class.

Student participation will incorporate use of garments and other items in the Goldstein Museum of Design (GMD) historic costume collection. Students are expected to make their own arrangements with the Goldstein in order to access the collection for the completion of in-class costume presentations. Contact Jean McElvain, in the GMD Research Center, room 333 McNeal, 612-624-7801.

At all times, students must treat items in the costume collection with care and delicacy, because they are valuable fragile objects. Instructions for treatment of objects will be given several times during the course.
Courtesy demands that students arrive in class on time and remain for the duration of the class. If you have to leave early for a legitimate reason, please tell the instructor before class.

If class attendance drops significantly enough to affect the quality of the instructor-student interaction in class, I will institute impromptu in-class activities for class participation credit to reward those who do attend class.

During class keep cell phones and pagers turned off. If you have a legitimate reason keep your instrument turned on during class, inform me about it. Also, then, turn your instrument to the vibration (inaudible) alert mode. Finally, sit near the door so that you can take your important call outside the class room and return when you are finished without unduly disturbing the class.

Assignments must be turned in during the class period in which they are due, one per student. Assignments turned in for friends will not be accepted. If you are turning in an assignment late, please do not hand it to me in class, as I might lose it. Turn it in to the receptionist in 240 McNeal Hall. Ask her to date stamp it and place it in my mail box.

Early and make-up exams and quizzes are not given, except in the case of true emergencies or conflicts with your other responsibilities to the University of Minnesota—such as representing the U in an athletic event, with your responsibilities to your family, or with your religious community. Planned events outside of the University are not usually true emergencies.

Incompletes will only be considered in exceptional cases. They will require the writing of a contract for completion of the class work before the end of the semester.

Academic dishonesty in any portion of the course work shall be grounds for awarding a grade of F or N for the entire course and reporting to University officials. Student papers must be submitted in an electronic form to facilitate electronic scanning for plagiarism.

OFFICE HOURS

**Jieun (Jinie) Kim**, Teaching Assistant:
Office hour: (to be announced) & by appointment
Telephone: 612-624-9700
Office: 346 McNeal Hall
email: kimx1890@umn.edu

**Dr. Hazel A. Lutz**, Instructor
Office hour: MW 11:30 am -12:30 pm
I can also meet you by appointment.
Telephone:: 612-624-9308
Office: 250b McNeal Hall
email: lutz0013@umn.edu

*If I am not in the office to answer my phone, do not leave a message.* Please email me your concern, instead. I do not check email over the weekend, so ask email questions early enough that you receive a timely reply.
STUDENT APPLICATION PROJECTS & ASSESSMENTS:

General Notes Regarding Student In-Class Presentations and work on the UMN WIKI site: Some Student assignments culminate in an in-class presentation with ppts. or participation in the creation of a file on the UMN WIKI site. The ppt presentations that you present in class will be loaded into the WebVista site for the class. Students will be held responsible for learning the information presented in class by fellow students, as well as the in-class discussions regarding that information. Questions about it will appear in Quizzes and Exams. Students will also be asked questions about the WIKI documents on GMD costumes created by class members.

1. Contemporary Fashion Inspired by Historic Fashion: This is a primarily visual analysis, and very short. Sign up for a particular fashion era. Study the Tortora text on that fashion era, then look for an example in contemporary fashion that has drawn very direct inspiration from the historic era. Focus your search on specific shapes and/or garment layout. Turn in a pair of pictures (in color), one contemporary and the other an example of the matching historic inspiration. Provide full citation information on the source of both pictures. Also provide a short paragraph (one to three sentences explaining how the contemporary fashion is inspired by the historic one. On the due date display your two pictures over the opaque projector to the class and explain how they relate to each other. 2% of grade

2. Fashion Decade Notebook: Choose a decade that interests you, anytime before you were born. Develop a specific research question about that decade and research it following the lead of the chapters in Lou Taylor’s The Study of Dress History. Provide one example for each chapter in the Taylor book, being sure to cover each kind of evidence or issue discussed in the various Taylor chapters. One entry of your Notebook is due with each due date for reading each of the Taylor chapters. Come to class prepared to discuss your Notebook entry. More details of this assignment will be provided in a handout and posted on the class WebVista site. 10% of grade

3. Historic Costume Presentation: Presentation of visual information and artifacts from the collection of the Goldstein Museum of Design (GMD) in the various fashion eras covered by the class, with an emphasis on specific fashion designers whenever possible. Students will work in teams of two (2). (See Sign-up Sheet.). Each team will do independent library research and examine items in the GMD collection to develop and present in class one aspect of costume history. You must locate at least part of your presentation in the time period for which you sign up. However, you must narrow that focus to one designer whenever the GMD collection will support this, or to one particular aspect of dress such as an age/gender group, garment type, hair styles, or jewelry from a particular style era. You are required to show GMD items in class as part of your presentation. You must also prepare a ppt presentation of background information and supporting visuals. You will need to arrange with the GMD at least TWO (2) WEEKS IN ADVANCE OF THE DAY YOU PRESENT IN CLASS. This 2 week advance notice will allow the GMD staff enough time to pull the items you need in time for you to see and analyze them before your class presentation. Contact Jean McElvain as soon as possible to schedule artifact viewing. Prepare yourself for viewing the items you wish to access.
in the collection by reading up on them in advance. Submit to the instructor an
electronic copy of the ppt presentation you make to accompany your presentation of
GMD artifacts, including at the end a bibliography of books, articles, and web sites
consulted in the development of your project. Consult with your instructor for further
direction for this assignment. 10% of grade

4. & 5. Artifact Analyses  (2): Working in teams students will examine and analyze
artifacts  (2) from the collection of the Goldstein Museum of Design (GMD) on
assigned days (attendance mandatory). Separately students will then conduct library
research to find evidence to date each of the artifacts. Then continuing to work
separately, each student will write a paper documenting the analysis, integrating the
library research information, and interpreting the probably wearer of the garment, the
garments use, and the student’s own characteristics that bias his or her own analysis
and interpretation. More details of this assignment will be provided in a handout and
posted on the class WebVista site. 20% of grade (10% each)

6. Fashion Decade Timeline Study: Sign up for any fashion decade since the advent of
fashion magazines (see sign-up sheet), create a research question, and create a time
line of visuals that answers your research question. A Meet with your instructor to
discuss your plan. A grading rubric will be provided to aid you in completion of your
research and ppt report. Your research project will culminate in a ppt presentation in
class of the visual time-line you create. 12% of grade

7. & 8. Team Artifact Analyses Reports on UMN WIKI (2): On the day that each
Artifact Analysis Paper is due (attendance mandatory), students will meet in teams.
All the people who have worked on the same artifact will compare their results and
negotiate what is the best analysis and interpretation from all of the student papers on
the artifact. The team will post its results in the UMN WIKI site for Costume History
studies of GMD artifacts. More details of this assignment will be provided in a
handout and posted on the class WebVista site. 8% of grade (4% each)

9. Family Picture Analysis: Choose a family picture from before you were born,
preferably one that clearly shows the details of the dress of one to two people. This
be a picture from your own family, or from the family of one of your friends.
Analyze the dress of one or two persons in the picture following the Tortora and
Eubanks textbook. Interview family members about the people in the picture. Write
up a paper incorporating your costume history analysis and oral history interview.
More details of this assignment will be provided in a handout and posted on the class
WebVista site. 10% of grade

10. QUIZZES: A number of scheduled quizzes of multiple choice, matching, true/false,
and picture dating questions. Quizzes will cover the material in the readings and in
all class presentations, including student presentations. 8% of grade

11. MIDTERM EXAM: this is a WebVista examination consisting in questions parallel
to those in the quizzes. The Midterm exam will cover the material in the readings
and in all class presentations, including student presentations and class discussions.
10% of grade
12. **FINAL EXAM**: this is a WebCT examination consisting in questions parallel to those in the quizzes and midterm. The Final Exam will cover the material in the readings and in all class presentations, including student presentations and class discussions occurring after Spring break. 

Total 100%

### POINT VALUES FOR CLASS ASSIGNMENTS:

<table>
<thead>
<tr>
<th>Name of Assignment</th>
<th>% of class grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contemporary Fashion Inspired by Historic Fashion: sign up for a decade in the 18th or 19th century and find pair images, then and now</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>2. Fashion Decade Notebook, choose a decade anytime before you were born and find examples of data following the chapters in Lou Taylor’s <em>The Study of Dress History</em>. See direction sheet</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3. Historic Costume Presentation (in-class), working with artifacts from the Goldstein Museum of Design (GMD) on a theme. See direction sheet.</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4. &amp; 5. Artifact Analyses (2) working in teams with artifacts from GMD, but researching and writing papers separately. See direction sheet.</td>
<td>20</td>
<td>100 points each</td>
</tr>
<tr>
<td>6. Fashion Decade Timeline Study, working with fashion magazines from history trace a fashion trend and research its meaning (to present in class). See direction sheet.</td>
<td>12</td>
<td>120</td>
</tr>
<tr>
<td>7. &amp; 8. Team Artifact Analysis Report on UMN WIKI (2) on topic of your artifact analyses papers, in cooperation with other team members. See direction sheet.</td>
<td>8</td>
<td>80</td>
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<tr>
<td>9. Family Picture Analysis (choose a family picture from before you were born, analyze costume, and write paper). See direction sheet.</td>
<td>10</td>
<td>100</td>
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<tr>
<td>10. Quizzes (will be announced)</td>
<td>8</td>
<td>80</td>
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<tr>
<td>11. Midterm Exam, just before spring break 3/11</td>
<td>10</td>
<td>100</td>
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<tr>
<td>12. Final Exam, covering material after spring break 5/14 1:30-3:30</td>
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<td>100</td>
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<tr>
<td><strong>TOTALS</strong></td>
<td><strong>100%</strong></td>
<td><strong>1000</strong></td>
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**WORKLOAD:**
University workload expectations are 3 hours of learning effort outside class per week per credit to achieve an average grade of C. Since this class is 4 credits, that means 12 hours of work effort per week outside of class. To earn a C.

**GRADING:**
Grading rubrics will be provided separately for some projects. Rubrics will list the criteria upon which you will be evaluated and define performance expectations for each grade level of each criteria. These grading rubrics are available over the class WebVista.
site. Consult them to plan how you will spend your time preparing assignments, and to check that you have completed all required work to ensure at least a grade of C.

For projects completed completely through teamwork, a peer evaluation form will enable students to reward team members who worked extra hard and penalize those who did not do their share.

Final grades will be determined on the basis of accumulation of points according to the percentage formula provided above. Directions for each project will indicate the potential point value of each project. Divide your grades by the total possible points to determine your percentage grade, and its associated letter grade, below.

<table>
<thead>
<tr>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-95%</td>
<td>94-90%</td>
<td>89-87%</td>
<td>86-83%</td>
<td>82-80%</td>
<td>79-77%</td>
<td>76-73%</td>
<td>72-70%</td>
<td>69-67%</td>
<td>66-63%</td>
<td>62-60%</td>
<td>59-0%</td>
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SPECIAL ACCOMMODATIONS:
Students with special classroom requirements (seating, learning, or physical requirements) that affect their ability to fully participate in class are encouraged to bring this to my attention immediately so that I can make appropriate accommodations.

Information regarding accommodations and other forms of help are available from:
- Learning and Academic Skills Center, 104 Eddy Hall, East Bank (612-624-7546)
- Disability Services, 30 Nicholson hall, East Bank (612-624-4037)
- Counseling, 199 Coffey Hall, St. Paul Campus (612-625-3323)

Please call first to ensure that the office has not moved since this syllabus was written.