

### Syllabus Overview

Course Title	History of Costume
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Course Designator	ADES/APST	Section Number	001
Course Number	4121/5121	Semester and Year	Spring 2017

Class Meeting Days & Time	Mon and Wed 12:50-2:45pm
Classroom	10 McNeal Hall
Number of Credits	4 Credits
Final Exam Date & Time (Also state if there is NO final)	Tues, May 9 at 10:30am-12:30pm

### Instructor's Information

Name	Dr. Kathryn Reiley, PhD
Office Location	346 McNeal Hall
Email	kreiley@umn.edu
Office Hours	Mon and Wed 10:30-11:30am

### Course Information and Instructor's Expectations

**Course Description:** Survey of apparel and appearances in Western cultures, from 18th century to present. Role of gender, race, and class with respect to change in dress within historical moments and social contexts. Research approaches and methods in the study and interpretation of dress.

**Course Prerequisites:** None

#### Required and Recommended Materials:

##### Textbook:

Tortora, Phyllis and Marcketti, Sara (2015). *Survey of Historic Costume*, 6<sup>th</sup> edition. New York: Fairchild

Other research references will be available online through the U of MN database: the Berg Fashion Library and other sources

Materials needed for laboratories include a notebook, measuring tape and pencils for sketching and taking notes. Historic artifacts will be available for examination from the Goldstein Museum of Design. At all times, students must treat items in the Goldstein historic costume collection according to prescribed museum practices and instructions for treatment of historic objects.

**Established Course Objectives:**

- Identify the development of Western dress from early modern through the contemporary period, and evaluate as represented in literature on costume history and extant historic dress, specifically examining changes in
    - Forms of dress related to body ideals
    - Meanings associated with those forms
    - Systems of production and dispersion
  - And relate those body ideals and forms of dress in their larger cultural, social, economic, technological, and political context, i.e.,
    - Understand dress as expressions of the era and society that produced it
    - Understand the significance of dress as marker of the identities of individual wearers within their historic context
    - Understand the study of dress as a means for learning about the unique experiences that influence each historic era.
  - Use and critically evaluate primary and secondary sources of information for researching dress history, ranging from academic histories to popular historical representations of the dress of past eras, assessing their strength and weaknesses
- Understand how historic dress can be used as reference for contemporary design and for various mediums such as theater and museum exhibitions

**Student Learning Outcomes following course completion: (*must identify from the list at least one outcome and how it relates to this course how it will be addressed and how it will be assessed, <http://www.slo.umn.edu/>*)**

1. Can identify, define, and solve problems
2. Can locate and critically evaluate information
3. Have mastered a body of knowledge and a mode of inquiry
4. Understand diverse philosophies and cultures within and across societies
5. Can communicate effectively
6. Understand the role of creativity, innovation, discovery, and expression across disciplines
7. Have acquired skills for effective citizenship and life-long learning

**Release of Work Statement:**

Students understand that enrollment in this course grants consent for their work to be selected for inclusion in college or departmental publications (online or in print). Your instructor may select to use your work to represent her/his skills as an instructor in a teaching portfolio (online or in print).

**Attendance:** Attendance in class is mandatory and students must arrive in class on time, remain for the duration of the class and participate in class activities. If more than 3 unexcused absences, final grade will be lowered one full grade. Work missed due to excused absences must be made up. Please inform the instructor of legitimate excused absences—before the class, if possible.

**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.

- Students are expected to comprehend the material in the assigned readings before class. Information presented in class will not strictly repeat information presented in the assigned readings. Thus, class discussions will elucidate the readings with specific examples, or synthesize or add to the information in the readings.

Students should be prepared to actively participate in class discussions. Students will be called upon to join in the class discussions. Class participation points involve active participation in class.

**Grading Structure:**

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>

A-F grades will be assigned in accordance with University definitions, plus or minus indicates performance relative to the letter grade definition.

A: 90-100% achievement outstanding relative to the level necessary to meet course requirements; that is excellent above and beyond; initiative, creativity

B: 80-89% achievement significantly above the level necessary to meet course requirements –good

C: 70-79% achievement that meets the basic course requirements in every respect –just fine

D: 60-69% achievement worthy of credit even though it does not fully meet the basic course requirements in every respect

F: 59% and below performance that fails to meet basic course requirements and is unworthy of credit.

**Course Assignments & Grading Points –** (of points possible approx. 850 pts.)

<b>Examinations</b> —Midterm and Final @ 100 pts each	200 points/24% of total
<b>Historic Research Projects</b>	
Artifact Analysis #1 and #2 @ 100 pts each	200 points/24% of total
Final Project and Presentation	100 points/12% of total
Historic Design Influence Portfolio	50 points/ 6% of total
<b>Class Participation and Attendance</b>	
Videos, Artifact Review, Discussion, Presentations	300 points (approx.)/34%

\*Extra Credit (20 pts) can be received by completing a museum exhibit experience paper.

**Grading Criteria** –refer to specific projects for rubric.

**Graduate Students:** Graduate students taking the course will complete an additional research project along with a class presentation that will be due and presented on Wed, March 1. Project topic will be decided by the student but needs to be discussed with and approved by Dr. Reiley. Graduate students will also complete group projects individually.

**Accepting and Returning Assignments:** All assignments (individual or group) must be turned in at the beginning of the class period in which they are due. An assignment late past one class day will receive 1 grade lower and past 2 class days, no points. If more than 4 classes are missed (unexcused absences) or more than 3 assignments are not turned in, student will fail the course. Evaluation of assignments will be completed within 2 weeks and returned to the student for review.

**Grading Late Work:** Assigned work is due at the beginning of each class and will otherwise be considered late. Late work will be accepted at the beginning of the next class period, with a penalty of one letter grade. No work will be evaluated that is more than one week late.

Incompletes will be given only in cases of your own documented medical or family emergency. At least 75% of coursework completed with a passing grade is required for an Incomplete. An incomplete requires a contract for completion of course work that is agreed to by both instructor and student.

**Policy for Missed Exams:** Early or late make-up examinations and quizzes are not given, except in the case of legitimate emergencies or conflicts discussed and agreed upon with each student. If you know you will miss an examination because of an excused absence, contact the instructor immediately to inform of the absence and to schedule make-up.

**Make Up Work for Legitimate Absences:**

<http://www.policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>

**Extra Credit Options:** An extra credit option will be available for students.

### **University Policies**

**Personal Electronic Devices in Classroom:**

<http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html>

**Use of Class Notes and Materials:**

<http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html>

**Scholastic Dishonesty and Student Conduct Code:**

[http://www1.umn.edu/regents/policies/academic/Student\\_Conduct\\_Code.pdf](http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf)

**Sexual Harassment:**

<http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf>

**Statement on Climate of Inclusivity:**

You are expected to be attentive during class, ask questions if you do not understand something, and to offer your opinion. You are also expected to listen respectfully to other students and to me when speaking. The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs and facilities without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Racism, sexism, homophobia, classism, ageism and other forms of bigotry are inappropriate to express in this class. Reports of harassment are taken seriously, and there are individuals and offices available for help.

(or refer to [http://www1.umn.edu/regents/policies/administrative/Equity\\_Diversity\\_EO\\_AA.pdf](http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.pdf))

**Academic Freedom and Responsibility:**

[http://www1.umn.edu/regents/policies/academic/Academic\\_Freedom.pdf](http://www1.umn.edu/regents/policies/academic/Academic_Freedom.pdf)

**Availability of Disability and Mental Health Services:**

The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services (DS) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

- Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical or systemic), are invited to contact DS to arrange a confidential discussion at 612- 626-1333 (V/TTY) or [ds@umn.edu](mailto:ds@umn.edu).
- Students registered with DS, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester to discuss accommodations outlined in their letter.

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via [www.mentalhealth.umn.edu](http://www.mentalhealth.umn.edu) or contact Counseling/Consulting Services at 612-624-3323.

**Academic Services:**

If you would like additional help, please contact one of the offices listed below.

Center for Writing	10 Nicholson Hall, Mpls	612-626-7579
Student Academic Success Service	340 Appleby Hall, Mpls 199 Coffey Hall, St. Paul	612-624-3323

**Course Schedule**  
(This schedule is subject to change)

<b>Date</b>	<b>Course Topic</b>	<b>Homework</b>
Wed Jan 18	Overview of Class and the Study of Historic Dress	1. <u>Read:</u> Preface, New Online Student Resources, Chapter 1 Introduction  2. Introduction to Resources and Library Exploration worksheet due Mon, Jan 25 <ul style="list-style-type: none"> <li>• Through the UM library website, access the Berg Fashion Library</li> <li>• Also, physically explore the Fashion History materials in Magrath library across the street from McNeal Hall</li> </ul>
Mon Jan 23	Concepts and Themes found in the Study of Historic Dress	<b>Due:</b> Intro to Resources and Library Exploration worksheet—submit to Moodle by 12:50pm  1. <u>Read:</u> Chapter 10: The 18 <sup>th</sup> Century  <b><u>Berg Fashion Library:</u></b> Read article and snapshots <ul style="list-style-type: none"> <li>• <i>Iconic Figures in Western Dress</i> by Tortora , v. 10</li> </ul>
Wed Jan 25	The Eighteenth Century 1700-1790	1. <u>Read:</u> Part V and Chapter 11
Mon Jan 30	The Early 19 <sup>th</sup> Century: Directoire and Empire Period 1790-1820	1. <u>Read:</u> Chapter 12  <b><u>Berg Fashion Library ebook:</u></b>  <i>“Fleshing out the Revolution”</i> <i>in Classic and Modern Writings on Fashion</i> by Lajer-Burcharth
Wed Feb 1	The Romantic Period 1820-1850	1. <u>Read:</u> Continue reading from Mon
Mon Feb 6	Artifact Analysis Laboratory	1. <u>Read:</u> Chapter 13

Wed Feb 8	The Crinoline Period 1850-1870	1. <u>Read:</u>  <b><u>Berg Fashion Library:</u></b> Read article and snapshots <ul style="list-style-type: none"> <li>• <i>Introduction to Fashion</i> by , v. 3</li> <li>• <i>Paris as a Fashion City</i> by , v. 8</li> <li>• <i>Silk Weighting</i> by Field, v. 3</li> </ul>
Mon Feb 13	Artifact Analysis Laboratory (1820-1869)	<u>Read:</u> Chapter 14
Wed Feb 15	The Bustle Period and the 1890s  <b>Guest Lecture:</b> “19 <sup>th</sup> Century Bicycling Fashion” Caitlin Cohn, Costume Historian	<b>Due:</b> Historic Design Influence Portfolio  1. <u>Read:</u>  <b><u>Berg Fashion Library ebook:</u></b>  “ <i>The Exquisite Slave: The Role of Clothes in the Making of the Victorian Woman</i> ” »in <i>Classic and Modern Writings on Fashion</i> by Helen Roberts
Mon Feb 20	Artifact Analysis #1	1. <u>Homework:</u> Research and complete Artifact Analysis group paper
Wed Feb 22	<b>Guest Lecture:</b> “Fans and Fashion”, Jean McElvain, Goldstein Museum of Design  Discuss Midterm Exam Review and choose groups	1. <u>Homework:</u> Research and complete Artifact Analysis group paper
Mon Feb 27	Artifact Analysis Laboratory (1870-1900)	1. <u>Read <b>Berg Fashion Library ebook:</b></u> “Corsetry and the Reality of Female Complaints” in <i>Bound to Please</i> by Leigh Summers
Wed March 1	<b>Guest Lecture:</b> “19 <sup>th</sup> Century MN Dressmakers” Linda McShannock, MN Historical Society	<b>Due:</b> Artifact Analysis #1 group paper (1820-1869)
Mon March 6	Midterm Exam Review	1. Study for Midterm Exam
Wed March 8	<b>Midterm Exam</b>	

Mon March 13	<b>Spring Break!</b>	
Wed March 15	<b>Spring Break!</b>	1. <u>Read</u> : Part VI and Chapter 15
Mon March 20	Edwardian Period and WWI	1. <u>Read</u> : Chapter 16
Wed March 22	The Twenties, Thirties and WWII	1. <u>Read</u> :  <b><u>Berg Fashion Library ebook</u></b> :  “The Influence of American Jazz on Fashion” and “The Americanization of Fashion: Sportswear, the Movies and the 1930s” in <i>Twentieth-Century American Fashion</i> by Welters and Cunningham
Mon March 27	Artifact Analysis Laboratory	1. <u>Reading</u> : Chapter 17
Wed March 29	The New Look: 1947-1960	1. <u>Readings</u> :  <b><u>Berg Fashion Library</u></b> : Read article and snapshots <ul style="list-style-type: none"> <li>• <i>Fashion Designers, Seamstresses and Tailors</i> by Amneus, v. 3</li> <li>• <i>Black Leather Jacket</i> by DeLong, Gage, Park &amp; Sklar, v. 3</li> </ul>
Mon April 3	Artifact Analysis Laboratory	1. <u>Reading</u> : Chapter 18
Wed April 5	The Sixties and the Seventies	1. <u>Reading</u> :  <b><u>Berg Fashion Library ebook</u></b> : “Dressing for Success: The Re-Suiting of Corporate America in 1970s,” in <i>Twentieth-Century American Fashion</i> by Welters and Cunningham
Mon April 10	Artifact Analysis Laboratory	1. <u>Reading</u> : Chapter 19



Wed April 12	The Eighties and the Nineties	<p><b><u>Berg Fashion Library:</u></b> Read article and snapshots</p> <ul style="list-style-type: none"> <li>• <i>AntiFashion</i> by Kaiser &amp; Looyesen, v. 3</li> <li>• <i>Fashion Variations</i> by Kaiser &amp; Looyesen, v. 10</li> </ul>
Mon April 17	<p><b>Artifact Analysis #2</b> Designers of the 20<sup>th</sup> Century</p>	<p>1. <u>Readings:</u> Chapter 20</p> <p><b><u>Berg Fashion Library:</u></b> Read article and snapshots</p> <ul style="list-style-type: none"> <li>• <i>Body Art</i> by Winge, v. 3</li> <li><i>Subcultural Dress</i> by Muggleton &amp; Brill, v. 8</li> </ul> <p>2. <u>Homework:</u> Artifact Analysis #2 group paper</p>
Wed April 19	The New Millenium	<u>Homework:</u> Artifact Analysis #2 group paper and Final Project
Mon April 24	Final Project Presentations	<p><b><u>Due:</u></b> Final Project paper and presentation</p> <p><u>Homework:</u> Artifact Analysis #2 group paper</p>
Wed April 26	Final Project Presentations	<u>Homework:</u> Artifact Analysis #2 group paper
Mon May 1	Final Project Presentations	<u>Homework:</u> Study for Final Exam
Wed May 3	Final Project Presentations	<p><b><u>Due:</u></b> Artifact Analysis #2 Group paper – Designers of 20<sup>th</sup> Century</p> <p><u>Homework:</u> Study for Final Exam</p>
Tues May 9 10:30am- 12:30pm	<b>Final Exam</b>	