FSMR 456 Historic Costume-DEAdd-2015-09-21

Form Information
Page Naming Example: CRIM 101 Intro to Criminology-DEAdd-2015-08-10

Please direct any questions to curriculum-approval@iup.edu

*Indicates a required field

Proposer*	Janet A. Blood	**Proposer Email***	janet.blood@iup.edu
Contact Person*	Janet A. Blood	**Contact Email***	janet.blood@iup.edu
Proposing Department/Unit*	HDES/FSMR	**Contact Phone***	3778

Course Level*   undergraduate-level

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

Course Prefix/Number

FSMR 456

Course Title   Historic Costume

Type of Proposal

See CBA, Art. 42.D.1 for Definition

online

Brief Course Outline

Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or

direct faculty instruction, there should be a minimum of two hours of out of class student work.

A. Costume Artifact Storage and Handling Practices

1. Physical Environment
2. Insect Considerations
3. Cleaning
4. Handling
5. Storage

B. Introduction to the Study of Historic Costume

1. Theories of Dress
2. Basic Forms of Dress
3. Earliest Evidence of Textiles and Costume
4. Interconnecting Themes
5. Sources of Evidence

C. The Ancient Middle East

1. Mesopotamian Culture
   a. Fabric Production
   b. Sources of Evidence
   c. Sumerian Dress
   d. Babylonian Dress
   e. Assyrian Dress
   f. Children's Dress

2. Egyptian Culture

   a. Fabric Production
   b. Decorative Effects
   c. Motifs and Symbols
   d. Jewelry
   e. Accessories and Adornment
   f. Basic Dress Components for Men and Women
   g. Occupational Dress
   h. Children's Dress

D. Crete and Greece

1. Minoan Culture
   a. Sources of Evidence
   b. Fabric Production
   c. Basic Dress Components for Men and Women
   d. Accessories and Grooming
   e. Children's Dress
2. Greek Culture
   a. Sources of Evidence
   b. Fabric Production
   c. Basic Dress Components for Men and Women
   d. Accessories
   e. Soldier's Dress
   f. Children's Dress

E. Etruria And Rome

1. Etruscan Culture
   a. Sources of Evidence
   b. Fabric Production
   c. Basic Dress Components for Men and Women
2. Roman Culture
   a. Sources of Evidence
   b. Fabric Production
   c. Basic Dress Components for Men and Women
   d. Children's Dress

F. The Early Middle Ages

1. Byzantine Culture
   a. Sources of Evidence
   b. Fabric Production
   c. Basic Dress Components for Men and Women
2. European Culture
   a. Sources of Evidence
   b. Fabric Production
   a. Basic Dress Components for Men and Women

G. The Late Middle Ages

1. Culture
2. Sources of Evidence
3. Fabric Production
4. 14th Century Dress/Accessory Components for Men and Women
5. 15th Century Dress/Accessory Components for Men and Women
6. Children's Dress

H. The Italian Renaissance

1. Culture
2. Sources of Evidence
3. Fabric Production
4. Clothing Advances
5. Basic Dress/Accessory Components for Men and Women
6. Venice Fashions
7. Children's Dress

I. The Northern Renaissance

1. Culture
2. Sources of Evidence
3. Fabric Production and Decoration
4. 16th Century Men's Dress Phases
5. 16th Century Women's Dress Phases
6. Accessories
7. Children's Dress

J. Baroque and Rococo

1. 17th Century Culture
   a. Sources of Evidence
   b. Fabric Production and Advances
   c. 17th Century Men's Dress Phases
   d. 17th Century Women's Dress Phases
   e. Accessories
   f. Children's Dress
2. 18th Century Culture France and England
   a. English Notions of Dress
   b. Sources of Evidence
   c. Fabric Production and Advances
   d. 18th Century Men's Dress Phases
   e. 18th Century Women's Dress Phases
   f. Accessories
   g. Children's Dress

K. The Nineteenth Century

1. Introduction to the 19th Century
   a. Periods of the 19th Century
   b. 19th Century European Culture
   c. 19th Century U.S. Culture
   d. The Industrial Revolution
   e. Textile Advancements
   f. Art and Social Movements
   g. Sources of Evidence
   h. 19th Century Men's Dress Phases
   i. Men's Accessories
   j. 19th Century Children's Dress Phases
2. Victorian Understructure
   a. Directoire/Empire/Regency
   b. Romantic
   c. Crinoline
   d. Bustle Periods
   e. 1890s
3. 19th Century Ladies' Dress and Accessories
   a. Directoire/Empire/Regency
   b. Romantic
   c. Crinoline
   d. Bustle Periods
   e. 1890s

L. The Edwardian Period and World War 1

1. 1900-1920 Culture
2. Sources of Evidence
3. Apparel Industry Advances
4. Menswear and Accessories
5. World War 1 Influences
6. Women's Wear Phases and Accessories
7. Popular Fashion Designers of the Era
8. Children's Wear

Rationale for Proposal (Required Questions from CBA)

How is/are the instructor(s) qualified

In the Distance Education delivery

Dr. Blood has a Ph.D. from Oregon State University from the Department of Design and Human Environment with a concentration in the Historical and Cultural Aspects of the Near Environment. She has studied historic costume since her undergraduate program in Apparel Design at Southern Illinois University at Carbondale which includes working in theatrical costuming as well as in several historic costume collections. She is qualified to use distance education as a delivery method because since coming to IUP in 2004 she has been trained to use and has utilized multiple LMS systems (WebCT, Moodle, and D2L) to augment/blend the traditional classroom with an online environment.

method as well as the discipline?

For each outcome in the course, describe

Current Course Objectives:

At the end of this course, the student will be able to:

how the outcome will be achieved using

1. Identify garment silhouettes, fabrics, constructions, accessories, and vocabulary of important periods.

This outcome will be achieved through assigned textbook readings, online readings quizzes, and online exams based upon PowerPoint lectures.

Distance Education technologies.

2. Analyze costume as an expression of the cultures of various historical periods.

This outcome will be achieved through assigned textbook readings, online readings quizzes, and online exams based upon PowerPoint lectures. Furthermore, assigned discussion activities will address cultural expression, and the Period Department Store Project will allow students to apply their cultural knowledge of a historical period in the design of a department store setting. This project can be created, scanned, and submitted electronically using the D2L Dropbox function.

3. Understand the relationship between historic costume and contemporary dress.

This outcome will be achieved through assigned textbook readings that often compare historic details to modern dress practices. Furthermore, assigned discussion activities will tap into students' recognition of historic costume details in contemporary dress as well as allow students to predict future styles of dress based on historic trends. The Heirloom History Project also will reinforce the gradual change of fashion as well as the cyclical repeating of stylistic details over time.

4. Develop an appreciation for the beauty of period costume.

This outcome will be achieved through assigned textbook readings and visuals, pictures included in the PowerPoint lectures, and through movie clips for students to view and react. The Heirloom History Project is particularly designed for students to develop a deeper appreciation for the beauty of a special artifact belonging to a family member or friend. This project can be created, scanned, and submitted electronically using the D2L Dropbox function.

How will the instructor-student and

The instructor and students will interact using the D2L Learning Management System platform. This includes using the D2L Email and Discussion functions. If needed, students may also phone the instructor or use the IMAIL email platform. Students may also interact with one another via email as well as through the D2L Discussion functions.

student-student interaction take place?

(if applicable)

How will student achievement be evaluated?

Students will have a total of 7 exams worth 50 points a piece for a total of 350 points. The exams will include identification items, multiple choice and True/False questions, and matching. Five Readings quizzes based on the required textbook will each be worth 10 points a piece for a total of 50 points. These will include multiple choice and True/False questions. Students will also have 10 discussion activities to participate in throughout the term related to key concepts and will be worth 10 points a piece for a total of 100 points. Two larger projects will also be assigned that will each be worth 50 points a piece. The Heirloom History Project allows the student to research the style and history of a family member's or friend's costume heirloom for its significance and overall story. The Period Department Store Project allows students to conceptualize what a department store would be like and offer during a costume period in which department stores did not exist. A more precise breakdown of course requirements and grading is as follows:

Exams (7 @ 50 points each)	350
Heirloom History Project	50
Period Department Store Project	50
Readings Quizzes (5 @ 10 points each)	50
Discussion Activities (10 @ 10 points each)	100

Total Possible Points   600

A = 537 – 600 (90 – 100%)   D = 357 – 416 (60 – 69%)

B = 477 – 536 (80 – 89%)   F = 356 and below (59 -- 0%)

C = 417 -- 476 (70 – 79%)

How will academic honesty for tests and assignments be addressed?

Exam and quiz questions will be randomly drawn from a larger database of questions. Furthermore, multiple choice answer options will be randomized where appropriate. The instructor will set day and time limits for both exams and quizzes and will not release the exam questions with the correct answers until after the exam and/or quiz has closed for all students.