

## COURSE OUTLINE

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This course presents a visual history of Western dress & fashion from ancient Egypt to the Post-Modern, with particular emphasis from the mid-14th through the late 20th centuries. Material production will be studied in relation to art and design, as social process and commercial production. Key movements, figures and works will be examined in relevant historical and cultural contexts.

The course description is online @ <http://camosun.ca/learn/calendar/current/web/art.html>

- Ω Please note: the College electronically stores this outline for five (5) years only.  
It is **strongly recommended** you keep a copy of this outline with your academic records.  
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.
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### 1. Instructor Information

(a)	Instructor:	Joseph Hoh		
(b)	Office Hours:	M, W 1:00 – 2:00pm. Tu, Th & F – F 2:30 – 3:30pm		
(c)	Location:	Y101c		
(d)	Phone:	250-370-3456	Alternative Phone:	
(e)	Email:	hoh@camosun.ca		
(f)	Website:	D2L: <a href="http://online.camosun.bc.ca">online.camosun.bc.ca</a>		

### 2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. The student will be able to summarize key 20th century ideas about fashion.
2. Be able to identify material and visual changes in the history of Western dress.
3. The student will also have an introductory ability to research, analyze read material, and to write a research paper.

### 3. Required & Optional Materials

- (a) Required: Art 176 Course Study & Lecture Guide available on D2L
- (b) Optional: *Thinking and Writing about Art History*
- (c) Reference material:

**20,000 years of fashion: the history of costume and personal adornment**

by Boucher, François, 1967, ISBN 0810900564

**Body and clothes: Krop og klær.**

by Broby-Johansen, Rudolf, 1968, Call Num: GT510 B7313

**The clothing of the Renaissance world: Habiti antichi et moderni di tutto il**

**mondo. Vecellio, Cesare**, ca. 1521-1601, Translated into English by Jones, Ann Rosalind; Rosenthal, Margaret F; London: Thames and Hudson. 2008. Call num: GT509 V42

**Costume and fashion: a concise history**

by De La Haye, Amy; Tucker, Andrew; Laver, James. 2002, ISBN 0500203482, 4th ed.  
Call num: GT511 L39

**Doing research in fashion and dress: an introduction to qualitative methods**  
by Kawamura, Yuniya. 2011, ISBN 9781847885838, x, 150 p. Call num: GT511 K39

**The History of Costume**

Payne, Blanche, Geitel Winakor, and Jane Farrell-Beck. 2nd ed. New York: HarperCollins, 1992

**Illuminating fashion: dress in the art of medieval France & the Netherlands, 1325-1515**

van Buren, Anne H.; with the assistance of Roger S. Wieck. New York : The Morgan Library & Museum ; London : D Giles Ltd 2011. Call number N8217.C63 B87 2011

**Fashion**

Breward, Christopher, Oxford History of Art. 2003

**Fashion-ology: An Introduction to Fashion Studies**

by Kawamura, Yuniya, 2005

**The psychology of dress**

by Parsons, Frank Alvah, 1921

**The psychology of dress: an analysis of fashion and its motive**

Hurlock, Elizabeth Bergner, 1971. Call num: GT521 H8

(d) Online resources:

**Fashion Institute of Technology**

Central website to the best online resources

<http://fitnyc.edu/3425.asp>

**Wisconsin Historical Museum Online Collections**

The children's dress collection is strong and well organized

<http://www.wisconsinhistory.org/museum/collections/online/>

**McCord Museum**

<http://www.mccord-museum.qc.ca/en/keys/collections/>

**4. Course Content and Schedule**

*Subject to changes*

Class	Unit	Description
1 Jan 9	Intro Ancient Egypt	Why? What? When? Who? How? Active learning: who, why, how, what, when Slide lecture
2 Jan 11	Ancient Greeks	Etymology of Fashion Cue cards Discourse on the Arts & Sciences by Jean-Jacques Rousseau 1750 Slide lecture
3 Jan 16	Library Orientation	Research and Primary sources Essay topics
4 Jan 18	Imperial Romans	The Research Essay Quiz Slide lecture
5	Middle Ages	Essay Thesis/Introduction & Conclusion

Jan 23		Quiz discuss Slide lecture
6 Jan 25	Byzantine Essay proposals	Bibliography & Citations Slide lecture
7 Jan 30	15 <sup>th</sup> century	Renaissance Slide lecture Innovating Change
8 Feb 1	15 <sup>th</sup> /16 <sup>th</sup> century	Late Renaissance Slide lecture Compare & Contrast: vander Weyden & Ghirlandio portraits
9 Feb 6	16 <sup>th</sup> century	Consumerism: The Dissemination of Desire Course feedback Quiz Slide lecture
10 Feb 8	17 <sup>th</sup> century	Baroque Slide lecture The Production of Fashion
11 Feb 20	18 <sup>th</sup> century	Neo-classicism & the Rococo Slide lecture Quiz discuss
12 Feb 22	Review	Review Connections ground work
13 Feb 27	Connections	Class discussion
14 Mar 1	Mid-term	
15 Mar 6	19 <sup>th</sup> century	Arts & Crafts: Shopping for Style Slide lecture Barthes: The Fashion System 1967
16 Mar 8	1900s	Style and Modernity; Art Nouveau; Fashion Capitals Slide lecture Course Feedback
17 Mar 13	Review Mid-term	Review exam
18 Mar 15	1920s Presentations	Fashion and Film Slide lecture First of presentations begin
19 Mar 20	1930s – 50s	International Style: The Rise of the Designer Slide lecture Bourdieu: Haute Couture at Haute Culture <sup>1</sup> Presentations
20 Mar 22	Quiz and Presentations	Quiz Presentations
21 Mar 27	Quiz discuss	Presentations
22 Mar 29	1960s & 70s	Counter-culture: Fashion and Identity Slide lecture Presentations
23 Apr 3	1980 Post-modern	Slide lecture Presentations
24 Apr 5	Course Review	Feedback Quiz Presentations
25 Apr 10	Course Review Connections	Quiz discuss Presentations Discussions
26 Apr 12	Connections	Discussions & closing

**Do not book flights during the final exam weeks.** Final exam TBA.

<sup>1</sup> <http://www.sagepub.com/books/Book203185/toc>

## 5. Basis of Student Assessment (Weighting)

### (a) Essay:

This is an academic exploration of a design history topic or a specific piece of design. You are encouraged to create your own essay topic based on your interests or on a piece of design (including fashion and architecture). If you are unable to generate your own topic you may certainly discuss this with me. The essay topics must fall within the cultures and time periods we cover in this course.

All topics must be approved before commencing your research. Give me in writing a synopsis of what you hope to do on the Essay Cover Sheet. Include this same Essay Cover Sheet with your submitted essay. Topics to avoid are general expositions.

Research and write a 2000-2500 word (of essay text) essay. Use one-half line spacing with a clear serif typeface in 11 or 12 point; I will not mark hand written papers. Do not forget to include your name, and staple your essay pages together. Avoid binders or folders.

- The essay must contextualize your topic within the society/culture, which created the design or artifact, as well as examining a specific piece. You would describe the piece; analyze and discuss from various points-of-view how these affect the designs; and how viewer would interpret the piece.
- Your topic is well researched and information comes from a variety of strong academic sources. Use official web information from **EBSCO, Art Index** or something similar. It is very likely that you will also use the UVic main (McPherson) library in addition to the College library.
- The topic is discussed and presented in a logical, coherent, and clear manner. See attached **Marking Guide for Design History Essays**.
- The essay must use the proper format for a research paper. This is the "packaging and presentation".
- Source material must be cited. **Use footnotes in the Chicago style** (examples can be found towards the end of the Lecture and Study Guide). There must be a **bibliography** at the end of the essay. Essays without footnotes and a bibliography will receive a failing grade. Not citing your sources in your essays is a form of plagiarism and therefore cannot receive a passing grade. Consult a style manual about when and how to cite your sources if you are unsure. The library call number is 2Z53 U69 1993
- You are highly encouraged to use a tutor or editor to proof and edit your paper. Resources are available at the Learning Skills Centre.
- Essays must be given to me in person. Remember that I am not always around in the office; make all effort to hand in papers during assigned times. They are always due first thing during classes. I would prefer that you attend a lecture than skip a class to print a late assignment.
- Early essays are given a bonus of up to 5%. If you wish to have me do a pre-read, please submit your work two weeks prior to the first dateline. Late essays will be penalized 3% per weekday from the essay grade. Assignments will not be accepted after seven days from the due date unless prior arrangements have been made.
- Upload your essay into the D2L Dropbox prior to handing in the paper copy.

### (b) Quizzes & Discussions Forums

These can be found on D2L.

### (c) Exams

Midterm and final examinations are based on a combination of lecture notes and material from assigned readings. The format of the exams can include definitions, diagrams, and/or short answer questions; slide identifications with specific questions; essay length questions.

If you miss an exam due to illness or extenuating circumstances, notify the instructor immediately (voice mail and e-mail are acceptable). Written medical certification must be produced within three days of the missed exam before alternate testing will be arranged; otherwise a grade of 0 will be issued for that exam. The make up exam will then be scheduled as quickly as possible within a week. Make up exams are completely essay based and usually consist of two different essays, each approximately eight to ten paragraphs long; the questions may or may not reflect the reviews done in class.

**Do not book flights during the final exam weeks.**

- (d) Presentations: These are essentially abstracts of your essays. They will take five minutes each with a question and answer period on conclusion for another five minutes. Details for the presentation can be found in the Study and Lecture Guide.
- Just like your essays, it must have an introduction to the topic and what you are presenting
  - Include your images; use PowerPoint or equivalent software
  - Break down your ideas into points to elaborate on the images
  - Conclusion
  - Upload your presentation into the D2L Dropbox a day prior to presentation

## 6. Grading System

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
<b>I</b>	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
<b>IP</b>	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 <sup>rd</sup> course attempt or at the point of course completion.)
<b>CW</b>	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

# Design History Research Paper Cover Sheet

*Attach this to your essay*

Name:

Student number:

Course and Section number:

Due date as announced:

Date submitted:

Check and complete one of the following statements:

- The problem this discussion identifies and attempts to resolve is:
- The question this discussion attempts to answer is:
- The thesis this discussions presents is:

**Remember to state this in your essay**

*Checklist to be completed by student and stapled to essay*

I have double-checked the following:

- My objectives are identified
- My descriptions are thorough and clear
- My conclusions are logical
- The length is appropriate. Word count: \_\_\_\_\_
- This paper is based on my own observations. I have written it and have cited the sources of specific information and interpretation used in the text.
- I have formatted this essay to specifications: serif body-text, 12 point, 1 ½ or double spaced
- I have run the essay through a "spell-check"
- I have named my digital file for D2L Dropbox submission as MyName-EssayTopic.doc
- I have placed in the D2L Dropbox a digital copy of my essay

Signature:

# Marking Guide for Design History Essays

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Attach this to your essay

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<b>Introduction &amp; Thesis</b> Clear presentation of topic, explicit statement of thesis that clearly states what the author will attempt to discuss	15%
<b>Structure</b> There is a coherent pattern and a logical progression in the presentation of the material that supports the essay	8%
<b>Relevance &amp; Coverage</b> Each point furthers the argument or observation; Covers all relevant points needed to support the thesis/essay, but does not include irrelevant background information	8%
<b>Content</b> Each of the supporting arguments is sufficiently backed with relevant data, sources are adequate in quantity and number	25%
<b>Illustrations &amp; Images</b> Relevant illustrations are clear and of an appropriate size, captioning clarifies points made, list of illustrations page with sources cited	10%
<b>Conclusion</b> Summarizes the main points/arguments, reviews the points made in a general way, and perhaps discuss broader implications, restate thesis	10%
<b>Writing Style</b> Grammar, spelling, eloquence, the ideas in the essay is expressed clearly	10%
<b>Paragraphs</b> One point per paragraph, paragraphs are neither too long nor too short	4%
<b>Mechanics</b> Footnotes, bibliography, title page, essay cover sheet and marking guide as provided by your instructor, digital copy submitted etc.	10%
	100%
Instructor's comments	

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