



COURSE OUTLINE

<u>Course Number</u> FAS 220	<u>Course Title</u> History of Costume Design	<u>Credits</u> 3 credits
<u>Hours:</u> <u>lecture/Lab/Other</u> 3 lecture hours	<u>Co- or Pre-requisite</u> FAS105	<u>Implementation</u> <u>sem/year</u> Spring 2013

Catalog description

FAS 220 History of Costume Design

3 credits

Comprehensive overview of fashion history and its development as a globalized industry. A survey of chronological geographic and cultural trends that have influenced modern fashion addresses men's and women's clothing and accessories.
3 lecture hours

Is course New, Revised, or Modified? New, Spring 2013 Offering

Required texts/other materials:

A History of World Costume and Fashion, Daniel Delis Hill,
ISBN: 10:0-13-1594-10-9

Revision date:

November 2012

Course coordinator:

Allegra Ceci, 609-570-3135, cecia@mccc.edu

Information resources: Textbook: *A History of World Costume and Fashion*, Reference book, Fashion: The Collection of the Kyoto Costume Institute; *A History from the 18th to the 20th Century*. Taschen, ISBN: 3-8228-1206-4.

Library subscription to the Vogue Archive Online, already acquired

Other learning resources: One field trip to New York City to view historic fashion objects at the Antonio Ratti Textile Center and Reference Center at the Metropolitan Museum of Art, and/or The Museum at The Fashion Institute of Technology, as well as the Trenton Museum. Local trips will be offered, as well as alternative research opportunities.

Course Competencies/Goals:

The student will be able to:

1. Explain the global nature of the fashion industry and its evolution. **(GE Goals: 1, 4, 5, 6, 7, 8; MCCC CS: A, B, G)**
2. Utilize electronic and physical archives for research, inspiration, and artistic projects. **(GE Goals: 3, 4, 7; MCCC CS: A, B, D, E.)**
3. Identify historically relevant fashion objects and trends and their impacts on the industry. **(GE Goals; 6, 7; MCCC CS: B, G)**
4. Analyze and communicate the role of diversity in the globalized economy as it relates to fashion. **(GE Goals: 1, 2, 7; MCCC CS: B, G)**
5. Name the influential and prolific designers, stylists, and individuals; with an emphasis on the emergence of fashion branding. **(GE Goals: 1, 6, 7; MCCC CS: A, B)**

Course-specific General Education Knowledge Goals and Core Skills. [To an extent consistent with its primary purposes, **each course in every program** is expected to reflect the college's commitment to general education, as affirmed in the 2005 General Education Policy. A **General Education Course** is one whose primary purposes and overall design coincide strongly with one or more of the approved general education goals and objectives. For any approved (or proposed) General Education Course, the General Education Goals and Objectives form (the form identified as the "Gen Ed Attachment") should be completed and attached to the course outline. Below is a complete list of Mercer's General Education Knowledge Goals and Core Skills. Retain on this course outline the Goals and Skills that pertain to your course and **delete those that are not a central part of the course.**]

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 2. Mathematics. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Unit I: Week 1

The Origins of Fashion: Prehistory, Africa, Ancient Americas

Learning Objectives

The student will be able to...

- Understand importance non-woven textiles (**Course Competencies: 3, 4**)
- Articulate non-western fashion influences specific to the above regions.
(**Course Competencies: 3, 4**)
- Describe other forms of body decoration and adornment, including hair dressing and jewelry (**Course Competencies: 1, 3, 4**)

Unit II: Week 2

Draping, Wrapping, Pleating: Mesopotamia, Greece, Ancient Egypt

Learning Objectives

The student will be able to...

- Relate woven textile structure to early garments. (**Course Competencies: 1, 3, 4**)
- Articulate the visual contributions of the above regions.
(**Course Competencies: 1, 3, 4**)
- Understand history of basic garment construction and its current relevancy.
(**Course Competencies: 2, 3**)

Unit 3: Week 3

Eastern Asian Influences: China, Japan, India

Learning Objectives

The student will be able to...

- Trace early process of globalization through the silk industry
(**Course Competencies: 1, 3, 4**)
- Articulate non-western fashion influences specific to the above regions including robe based garments (**Course Competencies: 1, 3, 4**)

Unit 4: Week 4

Islamic Empire and Late Middle Ages

Learning Objectives

The student will be able to...

- Identify technology necessary to create textiles and their modern influence.
(**Course Competencies: 1, 3, 5**)
- Articulate the rise of major modern religions and how they have shaped global fashion.
(**Course Competencies: 1, 3, 4**)

Unit 5: Weeks 5 and 6

The Renaissance

Learning Objectives

The student will be able to...

- Pinpoint the cultural shifts that pinpoint the transition into modern fashion
(Course Competencies: 1, 4 5)
- Analyze the social, economic, and cultural occurrences that allowed this to take place.
(Course Competencies: 2, 4, 5)
- Evaluate the visual components that characterized this period and their relevance.
(Course Competencies; 2, 5)

Unit 6: Week 7

17th and 18th Century

Learning Objectives

The student will be able to...

- Analyze how the technological developments of the industrial revolution shaped the industry.
(Course Competencies: 3, 4, 5)
- Assemble information on the origins of ready to wear fashion and how they shaped early retail businesses. (Course Competencies: 3, 4, 5)

Unit 7: Weeks 8, 9

Innovation, Technology, Retail: Western 19th Century

Learning Objectives

The student will be able to...

- Trace the emergence of the global economy through raw material sourcing
(Course Competencies: 1, 4)
- Describe the emergence of class and gender roles through individual garment choice.
(Course Competencies: 3, 4, 5)
- Evaluate how the technological developments of the industrial revolution shaped the industry.
(Course Competencies: 3, 4, 5)
- Analyze the origins of ready to wear fashion and how they shaped early retail businesses. (Course Competencies: 4, 5)

Unit 8: Weeks 10, 11, 12

Western 20th Century Fashion and Globalization

Learning Objectives

The student will be able to...

- Identify the great designers, especially with regard to early branding
(Course Competencies: 2, 5)
- Discuss the emergence of the American Ready to Wear industry, including sportswear, Cosmetics, and accessories (Course Competencies: 3, 4, 5)
- Identify the ways in which war and global politics have shaped the fashion economy.
(Course Competencies: 1, 4, 5)
- Explain the evolution of modern fashion esthetics based on previous units.
(Course Competencies: 3, 4, 5)
- Evaluate the role of new media forms and how they influence the industry.
(Course Competencies: 2, 4, 5)
- Conclude how fashion reflects the modern global economy and trace its evolution.
(Course Competencies: 1, 4, 5)
- Relate how subcultures and youth cultures influence the industry.
(Course Competencies: 1, 2, 4)
- Summarize the multicultural influences in fashion industry.

- **(Course Competencies: 1, 2, 4)**
 Predict how technological innovations in raw materials and commodities will shape the industry in the future. **(Course Competencies: 1, 2, 5)**

Evaluation of Student Learning

Students will be evaluated:

- Tests which will pinpoint key concepts, terms, historical events and individuals. **(Course Competencies: 4, 5)**
- An independent research paper analyzing a current fashion trend's origins and tracing it through history with a global context. **(Course Competencies: 1, 2, 3, 5)**
- In class group work investigating course material. **(Course Competencies: 1, 3, 4)**
- Research field trips to libraries, archives, and / or museums. **(Course Competencies: 2, 3)**
- Fashion merchandising students will be encouraged to relate class materials to other relevant required courses, especially ART 101, FAS 250, BUS 230, and FAS 260. **(Course Competencies 2)**

Project Values/Grade Breakdown

The final grade is based on the following values:	
Tests	15%
Individual Research Paper	25%
Group Projects	25%
Reading Assignments and Reactions	25%
Evaluations of field trips and outside class research	10%
Total	100%

Students with Disabilities:

Any student in this class who has special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. If you believe you are eligible for services, please contact Arlene Stinson, the Director of Academic Support Services. Ms. Stinson's office is LB221, and she can be reached at (609) 570-3525.

Academic Integrity Statement:

Students will be held to the highest academic integrity standards. Partnership with the library will help students with research and citation. Any student who a) knowingly represents the work of others as his/her own. B) uses or obtains unauthorized assistance in the execution of any academic work, or c) gives fraudulent assistance to another student is guilty of cheating. Violators will be penalized in accordance with established college policies and procedures."