

FASH 130: HISTORY OF WESTERN FASHION

In Workflow

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Approval Path

1. Sun, 20 Feb 2022 03:43:17 GMT
Mical Shilts (shiltsm): Approved for FACS Committee Chair
2. Wed, 23 Feb 2022 00:22:50 GMT
Lynn Hanna (lhanna): Approved for FACS Chair
3. Thu, 10 Mar 2022 17:39:15 GMT
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4. Thu, 17 Mar 2022 22:15:21 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

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Changes proposed by: Minjeong Kang (211972632)

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Catalog Title:

History Of Western Fashion

Class Schedule Title:

History Of Western Fashion

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Family and Consumer Sciences

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2023 (2022/2023 Catalog)

Subject Area: (prefix)

FASH - Fashion Merchandising and Management

Catalog Number: (course number)

130

Course ID: (For administrative use only.)

133076

Units:

3

Is the primary purpose of this change to update the term typically offered or the enforcement of prerequisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring, Summer

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

History of Fashion (FASH130) is currently an established upper-level course in the FASH program, required for all FASH majors. It offers a survey of Western dress and fashion, from antiquity to present day.

We propose to offer FASH130 as a General Education (GE) covering Area C1 (Arts) for the following reasons:

Like other forms of applied art, fashion produces concrete, tangible objects that are conceptualized, designed, and constructed. These works incorporate aesthetic design principles, technique, and execution skills that can be evaluated and critiqued. Like other artists – be they sculptors, painters, or composers - fashion innovators who introduce novel, extraordinary, and unconventional designs/aesthetics/techniques are celebrated and studied for their contribution.

Fashion, as opposed to merely 'dress,' is the ever-changing, acceptable form of dress at a given time. Whereas 'dress' may simply protect and cover the body, fashion is a social force, whose ever-changing visual forms both express and reflect a society. Fashion's art forms serve as an illustrated world history, reflecting evolving social and cultural values, as well as technological advances, politics, international trade histories, war, colonialism, appropriation, revolution, and more.

Fashion offers a unique opportunity for studying history, culture, and artistic principles through a modern and applicable lens, particularly for an evolving student body that favors visual learning. Recent trends in museum attendance suggest that fashion-as-medium resonates, with fashion exhibitions breaking multiple records at preeminent institutions such as the Metropolitan Museum of NY and London's V&A Museum.

We have updated the course name (specifying Western fashion) to better reflect the course content. We have also made minor changes to the course description and objectives, in order to reflect the course's broad survey nature and alignment with C1 Learning Objectives.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

An overview of dress and fashion in western civilization from antiquity to the present. An interdisciplinary approach is used to examine how western fashion has evolved over time and functions as a reflection of trends in technology, political events, social ideals, and cultural developments such as art and music. Emphasis on the contributions and perspectives of women, as well as the differing roles in the production, dissemination, and consumption of clothing in relation to socioeconomic groups. Lecture, discussion.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

Upon completion of this class, students will be able to:

1. Identify styles of clothing from antiquity to the present, in approximate time periods.
2. Identify key characteristics of fashion forms (i.e. objects, styles, presentations), such as materials, techniques, constructions, and designer hallmarks, and evaluate the degree of quality and innovation.
3. Integrate a fundamental understanding of various artistic forms, genres, and cultural forces by comparing the ways in which they align and contrast both within fashion and other fine and applied arts.
4. Analyze socioeconomic issues that shape the apparel industry throughout history and the groups most influenced by them.
5. Describe the histories of colonialism, appropriation, trade, and political conflict in relation to design and other cultural forms, and explain their impact on fashion today.
6. Describe the influences that historical events, art movements, social values, technology, and environment have on fashion as a social force and the forms it produces.
7. Examine women's contributions and perspectives in relation to the production and consumption of fashion.
8. Demonstrate an understanding of fashion as both reflection and expression by forecasting future trends and making recommendations for future fashion forms.
9. Conduct research and analyze the subject matter to form independent judgments on chosen topic.

This course also fulfills GE Area C1 Arts Learning Outcomes.

Upon completion of this class, students will be able to:

1. Think conceptually and critically about medium, performance or presentation, and production for at least one art form.
2. Demonstrate knowledge of artistic production, aesthetic properties, and the way creative work is shaped by artistic and cultural forces.
3. Have an acquaintance with a broad understanding of artistic forms, genres, and cultural sources.
4. Be able to develop and defend informed judgments about creative work.
5. Demonstrate knowledge of the conventions of at least one of the disciplines in the arts.

Attach a list of the required/recommended course readings and activities:

FASH 130-webassisted-syllabus_for Form A.doc

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

The course will include the following assessment strategies.

1) Historic & Contemporary Dress Analysis (Group Project and Presentation): Meets CO 1, 2, 3, 4, 5, 6; GE Area C1 LO 1, 2, 3, 4, 5

The instructor will assign groups to different historic eras that are scheduled in the course outline. Each student group will be assigned to study a different historic era. Student groups will research the chosen historic time period using the lecture material, textbook, and further research. Students need to select five articles of dress (includes both clothing and accessories) that epitomize the predominant style in the chosen time period through historic costume books available in the CSUS library or museum visits (including museum's online exhibition). They then need to find matching examples in contemporary dress that has drawn direct inspiration from the chosen historic dress through the following two sources: One from a high fashion designer's collection (e.g., style.com, fashion magazines), one from students' own dress (highly recommended) or mass fashion brands' items. Student groups need to present how their chosen dress items reflect the social, cultural, artistic, economic, and/or technological backgrounds of the time period as well as how they influenced the contemporary matching pieces they identified.

2) Two Movie Costume Analysis (Discussion Assignment): Meets CO 1, 2, 3, 4, 5, 6; GE Area C1 LO 1, 2, 3, 4, 5

As a way of intensely experiencing how fashion was portrayed in a historic background beyond the classroom and textbook, students will watch various historic movies scheduled in the course outline. Students will choose two movies that they were most interested in and independently evaluate how the specific styles of men and women's dress (both clothing and accessories) accurately or poorly reflect the social, cultural and economic backgrounds of the time period in the chosen movies. They will need to post their evaluations in the CANVAS discussion forum and will be required to provide thoughtful feedback to two of their peers' posts.

3) Final Research Project: Fashion Analysis & Forecasting (Individual Assignment): Meets CO 5, 6, 7, 8, 9; GE Area C1 LO 1, 2, 3, 4, 5

This capstone project is designed to apply a core topic discussed throughout the semester: fashion as a reflection of various social, cultural trends and backgrounds. Students will select a notably influential designer of the 20th and 21st Centuries, identify the designer's signature style and major contributions to the fashion industry, analyze major social trends reflected in the designers' fashion, and suggest future directions for the designer based on forecasting major US trends in five years.

4) Ten Quizzes: Meets CO 1, 2, 3, 4, 5, 6, 7, 8; GE Area C1 LO 1, 2, 3, 4, 5

Ten quizzes will be given, providing students opportunities to check their learning mastery and progress on various topics throughout the semester.

5) Three Exams: Meets CO 1, 2, 3, 4, 5, 6, 7, 8, 9; GE Area C1 LO 1, 2, 3, 4, 5

Three exams will be given, including a comprehensive final exam. Exams will cover anything discussed in the class, lectures, readings in the textbook, or principles applied in the assignments. A study guide will be provided to help with exam preparations.

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:

Programs:

BS in Fashion Merchandising and Management

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
 Knowledge of human cultures and the physical and natural world
 Integrative learning
 Personal and social responsibility
 Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

C1. Arts

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

Read, write, and understand relatively complex and sophisticated English prose.

Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.

Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

FASH 130-webassisted-syllabus_for Form A.doc

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

The course objectives, textbook, weekly course topics, final research project in the master syllabus will be consistent across all sections. Class activities, smaller assignments, video clips, quizzes, exams, and additional assigned readings may vary based on the instructor.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

The following five categories of assessments will evaluate the GE Area C1 Learning Objectives (LOs). The first three assignments below will also meet the upper division GE writing requirement (a minimum of 1500 words of formal, graded writing) and the estimated total is 2400 words.

1. Historic & Contemporary Dress Analysis (Group Project and Presentation): Meets GE Area C1 LO 1, 2, 3, 4, 5 & Upper Division GE Writing Requirement

The instructor will assign groups to different historic eras that are scheduled in the course outline. Each student group will be assigned to study a different historic era. Student groups will research the chosen historic time period using the lecture material, textbook, and further research. Students need to select five articles of dress (includes both clothing and accessories) that epitomize the predominant style in the chosen time period through historic costume books available in the CSUS library or museum visits (including museum's online exhibition). They then need to find matching examples in contemporary dress that has drawn direct inspiration from the chosen historic dress through the following two sources: One from a high fashion designer's collection (e.g., style.com, fashion magazines), one from students' own dress (highly recommended) or mass fashion brands' items. Student groups need to write and present how their chosen dress items reflect the social, cultural, artistic, economic, and/or technological backgrounds of the time period as well as how they influenced the contemporary matching pieces they identified. The writing part of this assignment will be evaluated based on a grading rubric that assesses the overall content, critical thinking, and grammar (~ 300 words).

2. Two Movie Costume Analysis (Discussion Assignment): Meets GE Area C1 LO 1, 2, 3, 4, 5 & Upper Division GE Writing Requirement

As a way of intensely experiencing how fashion was portrayed in a historic background beyond the classroom and textbook, students will watch various historic movies scheduled in the course outline. Students will choose two movies that they were most interested in and write a 1-page report independently evaluating how the specific styles of men and women's dress (both clothing and accessories) accurately or poorly reflect the social, cultural and economic backgrounds of the time period in the chosen movies. They will also write thoughtful feedback to two of their peers' reports. The writing will be evaluated based on a grading rubric that assesses the overall content, critical thinking, grammar, and responding thoughtfully and professionally to colleagues' work (~600 words total, ~300 words per assignment).

3. Final Research Project: Fashion Analysis & Forecasting (Individual Assignment): Meets GE Area C1 LO 1, 2, 3, 4, 5 & Upper Division GE Writing Requirement

This capstone project is designed to apply a core topic discussed throughout the semester: fashion as a reflection of various social, cultural trends and backgrounds. Students will select a notably influential designer of the 20th and 21st Centuries, identify the designer's signature style and major contributions to the fashion industry, analyze major social trends reflected in the designers' fashion, and suggest future directions for the designer based on forecasting major US trends in five years. This project is an independent research paper. The writing will be evaluated based on a grading rubric that assesses the overall content, critical thinking, grammar, and professional references (~1500 words).

4. Ten Quizzes: Meets GE Area C1 LO 1, 2, 3, 4, 5

Ten quizzes will be given, providing students opportunities to check their learning mastery and progress on various topics throughout the semester.

5. Three Exams: Meets GE Area C1 LO 1, 2, 3, 4, 5

Three exams will be given, including a comprehensive final exam. Exams will cover anything discussed in the class, lectures, readings in the textbook, or principles applied in the assignments. A study guide will be provided to help with exam preparations.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

These multi-sectioned courses taught by different faculty will be required to use a master syllabus to attain the shared learning outcomes of Area C1 and additional learning outcomes specific to the course. We will have a lead tenured faculty member who coordinates weekly course topics and core assessments for multi-sections. The other faculty members are required to include all the course objectives, weekly course topics, core assessments outlined in the master syllabus. They may add additional assignments, readings, or activities.

At the beginning of each semester, each syllabus prepared by different faculty for multi-sections of FASH 130 should be submitted to the FACS Department and reviewed by the department chair. The department chair will consult with the lead faculty member if there is any questions or concerns about different sections. The FACS Department is maintaining substantial compliance to the master syllabus. This practice is to ensure that we continue to meet the General Education requirements as well as our program articulation requirements.

General Education Details - Area C1: Arts

Section 1.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of Area C1 and the writing requirements are met for all course sections, and what steps does the department plan to take to ensure that instructors comply with the category criteria and who is responsible?

The following five categories of assessments will evaluate the GE Area C1 Learning Objectives (LOs). The first three assignments below will also meet the upper division GE writing requirement (a minimum of 1500 words of formal, graded writing) and the estimated total is 2400 words.

1. Historic & Contemporary Dress Analysis (Group Project and Presentation): Meets GE Area C1 LO 1, 2, 3, 4, 5 & Upper Division GE Writing Requirement (~ 300 words)
2. Two Movie Costume Analysis (Discussion Assignment): Meets GE Area C1 LO 1, 2, 3, 4, 5 & Upper Division GE Writing Requirement (~600 words total, ~300 words per assignment)
3. Final Research Project: Fashion Analysis & Forecasting (Individual Assignment): Meets GE Area C1 LO 1, 2, 3, 4, 5 & Upper Division GE Writing Requirement (~1500 words)
4. Ten Quizzes: Meets GE Area C1 LO 1, 2, 3, 4, 5
5. Three Exams: Meets GE Area C1 LO 1, 2, 3, 4, 5

These multi-sectioned courses taught by different faculty will be required to use a master syllabus to attain the shared learning outcomes of Area C1 and additional learning outcomes specific to the course. We will have a lead tenured faculty member who coordinates weekly course topics and core assessments for multi-sections. The other faculty members are required to include all the course objectives, weekly course topics, core assessments outlined in the master syllabus. They may add additional assignments, readings, or activities.

At the beginning of each semester, each syllabus prepared by different faculty for multi-sections of FASH 130 should be submitted to the FACS Department and reviewed by the department chair. The department chair will consult with the lead faculty member if there is any questions or concerns about different sections. The FACS Department is maintaining substantial compliance to the master syllabus. This practice is to ensure that we continue to meet the General Education requirements as well as our program articulation requirements.

General criteria:

Indicate how the course is introductory and has no prerequisites.

FASH130 assumes no prior knowledge of fashion nomenclature, prominent fashion designers/brands, or art history. This course will introduce apparel/textile vocabulary and key fashion contributors, and provide thematic overviews of correlating historical, social, and cultural contexts.

Indicate how the course is broad in scope or survey in nature.

This course considers dress and fashion from antiquity to the present day, spanning thousands of years and various countries. It integrates fundamental concepts and themes from historical, political, social, and cultural studies.

Specific criteria:

Indicate in written statements how the course meets each of the following Learning Criteria for Category C1. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Think conceptually and critically about medium, performance or presentation, and production for at least one art form.

Through lectures and assigned readings, students will consider the products of fashion: both the material, physical forms (clothing, textiles, form, silhouette) as well as the social phenomena that propels change in the 'acceptable' version of such forms. Discussions and activities will encourage students to think critically and expand their own perspectives.

Demonstrate knowledge of artistic production, aesthetic properties, and the way creative work is shaped by artistic and cultural forces.

Through exams and the three key projects/assignments described above (i.e., Historic & Contemporary Dress Analysis, Movie Costume Analysis, Final Research Project: Fashion Analysis & Forecasting), students will identify and explain how fashion forms are simultaneously continuous, transformed, and reoccurring, and how these cyclical patterns relate to greater socio-economic, cultural, and political themes.

In exams, students will be asked to identify significant characteristics in dress/fashion forms and/or hallmarks of major designers/innovators, and connect these components to broader social, cultural, and political influences.

Have an acquaintance with a broad understanding of artistic forms, genres, and cultural sources.

Lecture, assigned readings, and class activities will introduce students to key dress/fashion nomenclature, objects, and construction techniques, and the influences that inspire these works. Due to the broad survey-nature of this course, students will be exposed to a variety of artistic forms that naturally intertwine in society, for example: music, fine art, decorative arts, and dance.

In exams and discussions, students will compare and contrast stylistic forms, particularly in relation to their historical/cultural context.

Be able to develop and defend informed judgments about creative work

In exams, students will visually identify key dress/fashion forms (i.e. silk fabric, the corset, the tuxedo), determine its approximate date, and explain why the form is significant to the evolution of fashion from both a technical and socio-cultural perspective.

In the final research project, students will conduct and present research on a fashion innovator/brand and defend the subject's contribution to fashion. This will require students to integrate historical knowledge with their defense of the subject's innovation and impact. Students will align significant fashion contributions with broader socio-cultural themes, by identifying areas of reflection and expression. In the final part of the project, students will make future recommendations for the innovator/brand based on present social trends: this demonstrates a fundamental understanding of social and cultural influences on fashion production.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

The course will meet the minimum word limit for the formal, graded writing component through the following assignments and the estimated total is 2400 words.

1. Historic & Contemporary Dress Analysis

The instructor will assign groups to different historic eras that are scheduled in the course outline. Each student group will be assigned to study a different historic era. Student groups will research the chosen historic time period using the lecture material, textbook, and further research. Students need to select five articles of dress (includes both clothing and accessories) that epitomize the predominant style in the chosen time period through historic costume books available in the CSUS library or museum visits (including museum's online exhibition). They then need to find matching examples in contemporary dress that has drawn direct inspiration from the chosen historic dress through the following two sources: One from a high fashion designer's collection (e.g., style.com, fashion magazines), one from students' own dress (highly recommended) or mass fashion brands' items. Student groups need to write how their chosen dress items reflect the social, cultural, artistic, economic, and/or technological backgrounds of the time period as well as how they influenced the contemporary matching pieces they identified. The writing part of this assignment will be evaluated based on a grading rubric that assesses the overall content, critical thinking, and grammar. (~ 300 words)

2. Two Movie Costume Analysis

As a way of intensely experiencing how fashion was portrayed in a historic background beyond the classroom and textbook, students will watch various historic movies scheduled in the course outline. Students will choose two movies that they were most interested in and write a 1-page report independently evaluating how the specific styles of men and women's dress (both clothing and accessories) accurately or poorly reflect the social, cultural and economic backgrounds of the time period in the chosen movies. They will also write thoughtful feedback to two of their peers' reports. The writing will be evaluated based on a grading rubric that assesses the overall content, critical thinking, grammar, and responding thoughtfully and professionally to colleagues' work. (~600 words total, ~300 words per assignment)

3. Research Project: Fashion Analysis & Forecasting

This project is an independent research paper where students will apply a core topic discussed throughout the semester: fashion as a reflection of various social, cultural trends and backgrounds. Students will select a notably influential designer of the 20th and 21st Centuries, identify the designer's signature style and major contributions to the fashion industry, analyze major social trends reflected in the designers' fashion, and suggest future directions for the designer based on forecasting major US trends in five years. This paper is limited to 5 typed pages of text. The writing will be evaluated based on a grading rubric that assesses the overall content, critical thinking, grammar, and professional references. (~1500 words)

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

Due to its routine and commonplace existence, the cultural significance of dress and fashion is often overlooked. However, the fact remains that all individuals -throughout time- dress the body in one way or another, and are influenced by the phenomena of fashion. The global fashion industry -which accounts for \$2.5 trillion dollars - includes a broad range of professions, including journalism, design, manufacturing, marketing, entrepreneurship, and management. Evolution in fast fashion, globalization, sustainability, and technology bring fashion to the forefront of social and environmental justice concerns. Conversations about cultural ownership and appropriation are directly related to the history of cultures and their dress. Likewise, the contents of FASH130 will not simply apply to the majority of majors (e.g., psychology, sociology, art, art history, design, communication studies, business), it will offer an important perspective to their field of study that they may not have otherwise considered.

Please attach any additional files not requested above:

Consultation with the History Department.pdf

Key: 13991