Term Information

Effective Term	Summer 2017
Previous Value	*Summer 2013*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Add online delivery method for the course, in addition to in-class.

What is the rationale for the proposed change(s)?

This course continues to have a large enrollment (299 each semester) with up to 60 others waitlisted. An online delivery method will enable accommodating all

of these students, and provide a choice of delivery method, thereby enhancing flexibility in scheduling and perhaps reducing time to degree.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

The same lecturer will teach both sections. This course is currently both a required course for majors and a GE course under Historical Studies.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Consumer Sci: Fashion & Retail
Fiscal Unit/Academic Org	Department of Human Sciences - D1251
College/Academic Group	Education & Human Ecology
Level/Career	Undergraduate
Course Number/Catalog	2374
Course Title	Twentieth Century Fashion and Beyond
Transcript Abbreviation	20thC Fashion Hist
Course Description	Relationship between culture, society and fashion in the 20th century, the influence of historic dress on contemporary fashion, and industry developments leading to mass fashion.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites   Prereq: English 1110.

Exclusions   Not open to students with credit for CSFsnRtS 674.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   52.1902

Subsidy Level   Baccalaureate Course

Previous Value   *General Studies Course*

Intended Rank   Freshman, Sophomore

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

  Historical Study

Course Details

Course goals or learning objectives/outcomes

- Evaluate historic garments to identify changes in fashionable dress from the 1890s to the 21st Century to determine the relationship between historical dress and contemporary fashion.
- Describe and evaluate the impact of outstanding designers and fashion-related businesses on growth and expansion of fashion in Europe and America in the late 19th and 20th Century and beyond.
- Evaluate the rise of the American fashion industry -- manufacturing, retailing, communication media, design, etc. in light of advancements in science, technology, social life and global trade.
- Identify, compare, and analyze the relationships between fashionable dress and politics, war, art and aesthetics, economics, social customs, and entertainment (sports, music, theater, dance, etc.) during the 20th Century.
- Students construct an integrated perspective on history and the factors that shape human activity as related to fashion movement.
- Students describe and analyze the origins and nature of contemporary fashion issues.
- Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past and present fashion in their historical contexts.

Previous Value

- *Develop knowledge of past fashions that influence the industry and consumers today*
- *Gain an understanding of how fashionable styles reflect a growing consumer culture, as well as politics, social customs, religion, art, music and aesthetics*
- *Develop critical faculties necessary for observation, analysis, and comparison of visual expressions in dress*
- *Gain an understanding of the global history of the fashion industry and the rise of the American industry influenced by it, especially regarding designer's (production), distribution and acquisition of dress*

Content Topic List

- Origins of dress -- primary and secondary sources; history of haute couture
- Late 19th Century fashion, arts, politics, technology, and social setting
- The politics of fashion: dress reform and the growth of the department store
- Historicism and fashion
- Modernism: art, literature, music and fashion; 1900-1920
- Fashion communication, illustration and photography, 1920s, 1930s
- War and fashion, 1910s and 1940s
- Fashion and economics, Hollywood, and technology, 1930s
- European influence: Paris couture, 1940s, post war fashion
- Influence of post war baby-boomers, 1950s
- 1960s Mod influence, youthquake and peacock revolution
- Dressing for success, 1970s, 1980s
- The media and fashion, film, television, 1980s
- Music and fashion, 1990s-2000
- Futurism and fashion, 2000 and beyond

Previous Value

- *The politics of fashion: dress reform*
- *Historicism and fashion*
- *Reform in the arts: art, literature, music and fashion; 1900-1920*
- *Fashion communication, illustration and photography, 1920s, 1930s*
- *War and fashion, 1910s and 1940s*
- *Fashion and economics, 1930s*
- *European influence: Paris couture*
- *1960s Mod influence*
- *Politics of style, the Kennedy"s, hippies, youthquake, 1960s*
- *Dressing for success, 1970s, 1980s*
- *The media and fashion, film, television, 1930s, 1980s*
- *Music and fashion, 1990s-2010*
- *Futurism and fashion, 1920s, 1930s, 2010*

Attachments

- CS-FSNRTS 2374 Online Spring 17.docx: Syllabus

  (Syllabus. Owner: Rudd,Nancy Ann)

- CSFSNRTS 2374 2016 Goldstein QM11 r2.pdf: QM review

  (Other Supporting Documentation. Owner: Odum,Sarah A.)

- FRS 2374 SP16 Wendy Goldstein.docx: In-class syllabus

  (Syllabus. Owner: Rudd,Nancy Ann)

- 2374responses.docx: Responses to ASCCC

  (Other Supporting Documentation. Owner: Folden Jr,H Eugene)

- 2374 Assessment Report for GE Class 2374DL.docx: Requested assessment report

  (GEC Course Assessment Plan. Owner: Rudd,Nancy Ann)

- 2374 Copy of Course Skeleton.xlsx: Requested course skeleton

  (GEC Course Assessment Plan. Owner: Rudd,Nancy Ann)

- 2374 CS-FSNRTS 2374 Online Spring 17.docx: Revised syllabus

  (Syllabus. Owner: Rudd,Nancy Ann)

Comments

- See 11-1-16 e-mail to G Folden. *(by Vankeerbergen,Bernadette Chantal on 11/01/2016 12:52 PM)*
- approved by EHE Curriculum Committee 5/16/2016 *(by Odum,Sarah A. on 05/17/2016 10:35 AM)*
- We would like to compare modes of delivery (in-class versus online) to see if learning is equivalent in each mode. *(by Rudd,Nancy Ann on 02/18/2016 02:57 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Rudd,Nancy Ann	04/14/2016 12:06 PM	Submitted for Approval
Approved	Folden Jr,H Eugene	04/14/2016 12:16 PM	Unit Approval
Approved	Odum,Sarah A.	05/17/2016 10:35 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	06/01/2016 04:42 PM	ASCCAO Approval
Submitted	Rudd,Nancy Ann	06/02/2016 09:54 AM	Submitted for Approval
Approved	Folden Jr,H Eugene	06/02/2016 11:34 AM	Unit Approval
Approved	Odum,Sarah A.	06/03/2016 01:38 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/27/2016 02:55 PM	ASCCAO Approval
Submitted	Folden Jr,H Eugene	10/04/2016 09:02 AM	Submitted for Approval
Approved	Folden Jr,H Eugene	10/04/2016 09:08 AM	Unit Approval
Approved	Odum,Sarah A.	10/18/2016 01:46 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/01/2016 12:52 PM	ASCCAO Approval
Submitted	Rudd,Nancy Ann	11/21/2016 01:17 PM	Submitted for Approval
Approved	Maresh,Carl Mark	11/21/2016 01:56 PM	Unit Approval
Approved	Odum,Sarah A.	11/21/2016 02:00 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	11/21/2016 02:00 PM	ASCCAO Approval

Online Twentieth Century Fashion and Beyond   2374DL(3 cr.)

Spring Semester 2017
Instructor   Wendy Goldstein
                    229B Campbell Hall (Inside 231 complex)
                    Ph: 292-7880
                    Email: goldstein.192@osu.edu

Course Description

The course is a study of the rise of twentieth century fashion and beyond from an historical perspective. It considers cultural and global forces related to progress and change in the fashion industry, particularly industry developments leading to mass fashion. The course focuses on the connection between fashionable dress, culture, and society with emphasis on the reciprocal relationship of fashion to social customs, economics, technology, religion, art, war, politics, and entertainment of all sorts--music, theater, dance, sports and more. An important aspect of the course is recognition of the influence of historic dress on contemporary fashion trends.

Course goals:

1. Students will explore the growth and development of the American fashion industry from the late 19th c., the 20th c., and the first decade of the 21st century.

2. Students will examine the relationship between fashion and various aspects of culture that inform it: social life and customs, politics, the arts, entertainment, etc.

3. Students will recognize that past fashions function to inform contemporary style.

Course Objectives
Learning Objectives: at the close of the course students will be able to:

G1.   Accurately evaluate historic garments and visual expressions of them to identify changes that occurred in fashionable dress from the late nineteenth century through the beginning of the 21st century with emphasis in using this knowledge to determine the relationship between contemporary fashion and historical dress.

G2.   Describe and evaluate the impact of the most outstanding designers and fashion related businesses on growth and expansion of fashion in Europe and America in the late 19th, the 20th century and beyond.

G3.   Evaluate the rise of the American fashion industry--manufacturing, retailing, communication media, design, etc. in light of advancements in science, technology, social life and global trade.

G4.   Identify, compare, and analyze the relationships between fashionable dress and politics, war, art and aesthetics, economics, social customs, and entertainment--sports, music, theater, dance, etc. during the 20th century.

This course satisfies GEC requirements for Historical Studies.

Historical Studies Goals and Objectives.

Goals:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

G5. Students construct an integrated perspective on history and the factors that shape human activity.

G6.Students describe and analyze the origins and nature of contemporary issues.

G7.Students speak and write critically about primary and secondary historical   sources by examining diverse interpretations of past events and ideas in their historical contexts.

Prerequisite needed: English 1110

This course is not a prerequisite for any other course. It is required for a Fashion Retail Studies major and/or is a GEC History Credit.

FINDING YOUR WAY AROUND: Start with the Instructor Introduction and syllabus review.
Then take the Syllabus Quiz. You will not be able to see any of the lectures until you take the Syllabus Quiz!

Required Course Materials

Assigned readings include texts that are available to purchase at the campus bookstore, and other online sources, materials available on Canvas, and Secured Media Library. See course schedule for specific readings.

--Welters, L. and Cunningham, P.A., editors. <u>Twentieth- Century American Fashion</u>, Oxford and New York: Berg, 2005.

--Mendes, Valerie and Amy de la Haye. <u>Fashion Since 1900</u>, London: Thames & Hudson, 2010.

Other Required Materials:
1. OSU e-mail account. If you do not have an OSU e-mail account, on the Internet go to https://acctmgt.service.ohio-state.edu/ to create one.
2. Computer access to Internet (for Canvas), Microsoft Word & Adobe Acrobat Reader.
   a. Canvas address - http://canvas.osu.edu
   b. Please see the Canvas website and scroll down for links to information about browsers compatible for Canvas, computer requirements and other useful information to assist you in successful use of this course management tool.
   c. If you need assistance with Canvas or other OSU technology, call 688HELP.

Optional Materials:
1. Access to Netflix to watch extra credit films.

Student Evaluation and Grading:

Student Evaluation			
Category	**Number of Assignments**	**Points**	**Total**
Syllabus Scavenger Hunt	1	25 Points	30
Discussion Forums	2	15 Points Each	30
Group Wiki	10 total 2 for each group of 5	20 Points Each	40
Costume Collection Web Quests	4	25 Points Each	100
Readings Quizzes	3	25 Points Each	75
Exhibit Quiz	1	25 Points	25
Historical Research Quizzes	5	20 Points Each	100
Exams	3	100 Points Each	300
Final Historicism Project	1	100 Points	100
Final Exam	1	100 Points	100
		Total	900

Extra Credit Quiz	1 of 2 options	20 Points	20

Assignment Descriptions

Syllabus Quiz	This quiz insures that you have reviewed the syllabus and understand how the course will work. You will not be able to access the course until you take this quiz.
Discussion Forums Access G4 and 6	These Assignments are designed for you to interact with other students and the instructor. There are 2 discussion boards
Costume Collection Web Quests Access G4 and 7	Web Quests are designed for you to apply your learning and send you on an Internet "Scavenger Hunt" There are 4 Costume Collection web quest quizzes which are designed to help you identify primary sources of clothing to help you understand the resources available on the web for historic research. These teach scaffolding skills to help with the final project! Some garments may be viewed on https://Fashion2Fiber@osu.edu. **Fashion2Fiber** is a reference resource of historic costume and textiles ranging in date from 1800 to 2010 selected from the Ohio State University Historic Costume & Textiles Collection. The site is unique resource of in-depth information of clothing artifacts useful for many disciplines including the areas of theatrical costume design, fashion design, history, textile history, popular culture, textiles and textile conservation. Fashion2Fiber has been developed in part through the support from the Friends of the Historic Costume & Textiles Collection and from the Institute for Museum and Library Services. The quiz questions will be available on Canvas and ==will be open for one week==. They generally cover two decades. The questions will provide sources for different online costume collections. The numbers in parentheses, in the questions, are the acquisition numbers specific to the collection you are directed to. You will need to search for the item by acquisition number (Eg. 1999.43.2) on each site. There are different search options for each collection (though they are similar). You will have plenty of time to leave the quiz and review websites to explore these primary sources. Please complete the quiz by midnight of the due dates on the course outline. There are 4 Web Quests in this course.
Historical Quizzes (Hist) Access G6 and 7	These quizzes are designed to help you learn more about historical research and ==will be open for one week== before they are due. They must be completed by

	midnight on the due dates on the syllabus. Please follow the instructions and answer the questions. There are 5 historical quizzes in this course.
Group Wiki G2	There are a total of 10 Group Wikis. You will be assigned to a group of five. Your group will complete 2 wikis describing the important influencers of fashion of the decade assigned. These will be made available to the whole class for studying.
Readings Quizzes Access G 6	There are 3 quizzes are used to access the knowledge in a particular reading topic that is assigned. You may take the quiz anytime during the day it is due. Once you begin, you will have ½ hour to take each 11 question quiz. Your results will post immediately. There are 3 Readings quizzes in this course.
Exhibit Quiz Access G1 and 2	There is 1 (25 pt) online Exhibit quiz. View the exhibit at The Historic Costume & Textile Collectionor another online. You may take the Exhibit Quiz online anytime during the semester before the due date on the syllabus. Your results will post immediately. The exhibit is located in 279 Campbell Hall at 1787 Neil Ave. Hours are Tuesday-Thursday 10-5, Friday 10-4, non-football Saturdays 12-4. A Virtual Tour will be provided if you are unable to access campus.
Films	There are 4 required films for your viewing pleasure this semester. They are listed on your course outline under readings. The first is available on YouTube. It is the full length version of **Mr. Sears Catalogue**. The other 3 films are available in the OSU Secured Media Library(SML). You can access them at https://drm.osu.edu/media. To watch them find the film, click on it to select it, and open it by clicking on the type of device you are using. In most cases standard will work! If you are having problems you can switch devices…. computer, tablet, phone. Content will be included in exams.
Exam1 Access G 1,2,3,4	The Exam will be a comprehensive of all the materials covered in the Weeks 1-3
Exam 2 Access G1,2,3,4	The Exam will be a comprehensive of all the materials covered in the Units 4-6
Exam 3 Access G 1,2,3,4	The Exam will be a comprehensive of all the materials covered in the Units 7-10
Final Exam Access G 1,2,3,4	The Final Exam will be a comprehensive of all the materials covered in the Units 11-14
Final Historicism Project Access G 1,4,6,7	**PURPOSE:** 1. To demonstrate student knowledge of the influence of historic costume on contemporary fashion design.

2. To demonstrate student ability to use primary sources to determine which

period of historic costume influenced a particular style of contemporary dress

during the twentieth century.

3. To explain (through analysis of current themes or trends in society) why

 students believe the historic style was used by the contemporary designer.

METHOD:

Step 1. Choose images from primary sources (current fashion publications) of ten fas
items (2015-16) that you believe have been influenced by historic styles of dress. Or
may use photographs of actual garments currently for sale or

recently purchased. (For this project they are primary sources.) The current

 fashion items may include men's and women's clothing, accessories, and jewelry.

 Do not repeat any style of clothing or accessory items. Example: you may use a neck
only once. There are many items to choose from because there are many styles and
elements of dress. You may separate out elements of dress. For

instance, you may focus on a type of sleeve, a neckline, or skirt style that was

borrowed from the past.   You are not limited to the 20th century. You may pick

styles of dress from ancient times through the 20th century. **Sources of the earlier s**
must be primary sources.

 Step 2. Capture an image of each of the ten

clothing items (women's, men's, or accessories, jewelry, etc.). **Be sure to**

document each image.

a. Describe it in full, name it, date it, and give designer if available.

b. Where did you find the image? Give a full citation for each of the ten items.

 List title of the book, journal, magazine, and provide date, page numbers, etc.

Step 3. Determine which period or decade from costume history served as

 inspiration for each of the ten items that you have chosen. *For historic periods,*

you may use those from Tortora's **Survey of Historic Costume**; *for the twentieth ce*
use decades.

Step 4. Find photographic images of primary sources that show the historic styles. primary sources are available in library books or magazines. What you will

find are photographic images of primary sources such as those in your textbooks,

which you may use. A primary source is a portrait, sculpture, painting, illustration

or photograph, garment or other artifact produced at a particular period of time.

That is, the period you are using for comparison.

Example: You select a garment in *Vogue* that looks similar to a garment in Hogarth painting. A Hogarth portrait is a primary source for the 1750s or 60s. You may

then use a photograph of the Hogarth painting that you found in a historic fashion b or a book about Hogarth.

Step 5. Capture the image that you found in a publication

a. Document all primary sources found in books or magazines (artist's or designer's n and name of work of art, the period in which it was produced, location of

the piece in a museum, or collection, etc.)

b. document all bibliographic data on the book or journal where you found the

image of the primary source.

Step 6. Each page should include an image of the current fashion image next to

 the image of the "historic" inspiration taken from a primary source.

a.--Don't forget to include all information on primary sources, including

 bibliographic data. (That means page numbers too.)

b.--Label each period.

Step 7. For each of the ten items provide an explanation of the relationship

 between the two images, current and historic. Refer to specific elements of the clot design using correct costume terminology for each, (for example, "leg of mutton sleeve"). Discuss why you believe the contemporary designer might have

been inspired by the historic period. What was happening that made the earlier styl acceptable for today's fashion. Did it correspond in some way to the current

	thinking of the clothing artist? Reflect current trends? **Criteria for Evaluation of Project Possible Points 100** •10 points Correct organization • 20 points Accuracy of interpretation • 20 points Correct citation 20 points – Used Primary Sources • 20 points Describes time period influences 10 points – label Historic Period
Extra Credit	There is an optional films available on Netflix for you to watch and take a quiz, for a possible maximum of 20 extra points. The film quiz options will be posted on Canvas.

Grades will be assigned according to The OSU Standard Grade Scheme as follows:

100-93%=A, 92.9-90%=A-, 89.9-87%=B+, 86.9-83%=B+, 82.9-80%=B-, 79.9-77%=C+, 76.9-73%=C, 72.9-70%=C-, 69.9-68=D+, 66.9-60%=D, below 60%= E.

Online Course Policies:

1.   **Sending and receiving e-mail:** The University's official mode of communication is via University email. Students must use their buckeyemail when emailing their professor, and faculty will use their OSU email when emailing students. When sending e-mail, please be sure to put FRS 2374DL in the Subject Line and address me as Wendy Goldstein.
         Students can expect an email response to questions within 24 hours during school days.

2.   **Netiquette Policy**: Netiquette is the proper way to communicate electronically with others.
    1. Only say something in an email that you would say in person. Likewise, when in doubt, leave it out.

    2. Because email can be easily forwarded, assume everyone has access to your email.

    3. Do not forward or post another person's email without their permission.

4. Avoid using all CAPS, as it is considered shouting.

5. Keep in mind that because nonverbal elements such as tone of voice and facial expressions are nearly nonexistent, anything that could be taken as rude or offensive probably will be.

6. Never send an email message when you are angry or upset. Give yourself time to "sleep on it." Draft your response and reread it in 24 hours. Chances are you will decide not to send it or you will rewrite a more appropriate response.

7. When reading and/or critiquing other students' work, keep in mind that we are all here to learn and whatever someone turns in is not expected to be perfect. Try to convey your feedback in a constructive, polite and rational way. Likewise, try to be open to constructive feedback.

8. Avoid using colors like red and green for accessibility reasons.

3. **Assigned Course Material:** Students are responsible for all **material assigned** in the text books, even if it is not covered during class.

4. **Rules for Exams and Quizzes:**
a. Students are expected to take exams when scheduled. Failure to do so will result in a zero. Make-ups will be given only when all 3 of these conditions are met: 1) the student notifies the instructor **within 24 hours of the scheduled exam time** that the exam will be/was missed, 2) the circumstances are extenuating, and 3) the student presents proof of the circumstances (original documents, no copies).

5. **Assignments:**
Assignments are due on the dates indicated on the syllabus. LATE ASSIGNMENTS WILL HAVE 3 POINTS DEDUCTED PER DAY. No assignments will be accepted one week past the due date, unless the professor is shown that circumstances are extenuating.

Institutional policies:

Academic Misconduct:
The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Statement of Student Rights:
 "Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the semester as possible to receive effective and timely accommodations." (http://ods.osu.edu/)

Disability Services:
 Anyone who feels the need for an accommodation based on the impact of a disability should contact the instructor for an appointment, **no later than the second week of class**. At the appointment, we can discuss the course format, anticipate your needs, and explore potential accommodations. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not contacted the Office for Disability Services, we encourage you to do so. **Note**: It is your responsibility to make your accommodation needs known to faculty. If a student with a disability does not request accommodations, instructors are under no obligation to provide accommodations. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/.

Diversity Statement:
The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.
The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches of the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, health status, or veteran status.
OSU Office of Diversity and Inclusion

Grievances and Solving Problems:
 According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*: then, if necessary, with the department chairperson, college dean, and provost, in that order.

Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union." "Grievances against graduate, research, and teaching assistants should be submitted first **to the supervising instructor**, then to the chairperson of the assistant's department. "

Mental Health Statement:
A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766; http://www.ccs.ohio-state.edu) for assistance, support and advocacy. This service is free and confidential.

Course Outline CSFRST 2374 Online

DATE	SUBJECT	READING(T)= text (C)= Canvas (SML)= Secured Media Library	ASSIGNMENT
Week 1	**Introduction** **Origins of Dress**, Primary Sources, Father of Haute Couture, and Beau Brummel	(C) Self-Introduction, Syllabus review C) Tortora, Survey " Introduction" (C) Welters , Setting the Scene	**Syllabus Quiz**
	Setting the Scene, Historical Silhouettes	(T) 20th C Amer Fashion Chap 1	**Group Wiki**
Week 2	Rise of the Department Store **Reforming Fashion**: Politics, Health, and Art	(C) Benson Chap 1 & 6 (SML) (YouTube) Mr. Sears Catalogue (C) Reforming Fashion 1850-1914	**QUIZ 1 & Hist Act #1**
Week 3	**1900-1910 Modernism**	(T) Fashion Since 1900 Chap 1 (T) 20th C Amer Fashion Chap 3	**Hist Act #2**
	1910-1920 Fashion and War	(T) Fashion since 1900 Chap 2	**Group Wiki**
Week 4	**EXAM 1 online** **1920's: The Jazz Age**	(T) 20th C Amer Fashion Chap 4	**EXAM 1** **His Act #3**
Week 5	Designers Fashion Illustrators and Photographers	(C) Fashioning the Future	**QUIZ 2**
Week 6	**1930's: Hollywood and Fashion**	(T) Fashion since 1900 Chap 3 (T) 20th C Amer Fashion Chap 5	**Group Wiki**

	1930's Designers & Technology and fashion	(C) Textiles & Fashion in the 1930's	**CC#1**
Week 7	**EXAM 2 online**		**EXAM 2**
		(SML) (Completely)Dior	
	1940's: Post War Fashion	(T) Fashion since 1900 Chap 4	**Group Wiki QUIZ 3**
Week 8	40's Designers	(SML) Theatre de la Mode Watch http://inside.chanel.com	**Disc Board**
	1950's Post War Baby Boom	(T) Fashion Since 1900 Chap 5 (T) 20th C Amer Fashion Chap 8	**Group Wiki**
Week 9	Anti-fashion and Designers **1960's: Youthquake**	(T) Fashion since 1900 Chap 6	**CC#2 Group Wiki**
	BREAK RELAX AND ENJOY!!!		
Week 10	Peacock Revolution, Op & Pop Art	(T) 20th C Amer Fashion Chap 9	**His Act #4 Group Wiki**
	EXAM 3 online		**EXAM 3**
Week 11	**1970's** Leisure suit and polyester **1970'S The Me Decade** Punk Chaos	(C) The Leisure Suit (T) 20th C Amer Fashion Chap 10 (T) Fashion since 1900 Chap 7	**Group Wiki FINAL PROJECT DUE**
Week 12	Dress for Success and Designers **Excess and the 1980's**	(SML)Versailles 1973 (T) Fashion since 1900 Chap 8 Visit American Aesthetics	**CC#3 Disc Board EXH QUIZ 4**
Week 13	80's Designers	(T) 20th C Amer Fashion Chap 11	**Group Wiki**
Week 13	**1990's: Democracy of Fashion** Hip Hop	(T) Fashion since 1900 Chap 9	**His Act #5 XTRA CREDIT QUIZ**
Week 14	1990's Men's wear **21st Century**	(T) 20th C Amer Fashion Chap 12 (T) Fashion since 1900 Chap 10	**Group Wiki CC#4**
	FINAL online all day	STUDY	**FINAL online**

THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN ECOLOGY

Hello,

Your syllabus has been submitted to EHE EdTech for review using the Curriculum Committee's approved QM Rubric and 11-Parts Checklist. Thank you for participating in a college-level informal QM syllabus review. The QM process aligns with the Instructional Design and Multimedia production goals we have set out to accomplish to support the college's needs. Additionally, the QM process and alignment to our college courses are proposed within the College Strategic plan. The QM process and later QM approvals will be quite beneficial to the course, the department, and the college, since it measures quality online aspects. The EHE EdTech team looked at the syllabus purely from the QM Rubric perspective.

The complete 11-Parts of the Syllabus document can be found on the EHE Curriculum Committee website (http://ehe.osu.edu/assessment/governance/). Additionally, the reviewers have access to a more descriptive QM Rubric than what is represented here in the checklist. If you have completed QM's APPQMR training, you have access to the same Annotated Rubric, but if you have not, the lead reviewer is happy to schedule an appointment to discuss the QM Rubric in more detail.

Please understand that this is a review based on your syllabus only and without consultation with you. Thus, it is an informal review and is to be used as a means to discuss meeting QM and the EHE Curriculum Committee standards.

Please see the legend the bottom of page 3 of the checklist to understand the markings in the right-hand margin of the checklist.

On page two, the highlighted standards indicate items that could be found in a syllabus, and are what the reviewers are looking for in your syllabus. On page three, there are no highlights, but all are expected by the Curriculum Committee to be present in your syllabus. A checkmark in the right-hand column indicates whether or not the item was located by the reviewer.

In the textbox in the right-hand column next to the checkmark, you will see an indication of the page(s) where the reviewer found the item. Following that, there may or may not be QM and/or CC. If you do not see QM and/or CC, it means the reviewer matched the available criteria to what was found in the syllabus. If you see QM and/or CC, the reviewer is indicating that there may be additional items needed or modified in the syllabus.

Please contact ehe-edtech@osu.edu to schedule a consultation to discuss the results of this informal syllabus review.

Thank you,

THE OHIO STATE UNIVERSITY

EHE EdTech

College of Education and Human Ecology
245 Ramseyer Hall, 29 W. Woodruff Avenue, Columbus, OH 43210
614-688-1248 Office
EHE-edtech@osu.edu ehe.osu.edu

QUALITY MATTERS
QM

Quality Matters™ Rubric Standards
Fifth Edition, 2014, with Assigned Point Values ■ ■ ■

Standards

Location

Course Overview and Introduction

1.1 Instructions make clear how to get started and where to find various course components.
1.2 Learners are introduced to the purpose and structure of the course.
1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.
1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.
* 1.5 Minimum technology requirements are clearly stated and instructions for use provided.
1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.
1.7 Minimum technical skills expected of the learner are clearly stated.
1.8 The self-introduction by the instructor is appropriate and is available online.
1.9 Learners are asked to introduce themselves to the class.

Learning Objectives (Competencies)

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.
2.4 The relationship between learning objectives or competencies and course activities is clearly stated.
2.5 The learning objectives or competencies are suited to the level of the course.

Assessment and Measurement

3.1 The assessments measure the stated learning objectives or competencies.
3.2 The course grading policy is stated clearly.
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.
3.5 The course provides learners with multiple opportunities to track their learning progress.

Instructional Materials

4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.
4.3 All instructional materials used in the course are appropriately cited.
4.4 The instructional materials are current.
4.5 A variety of instructional materials is used in the course.
4.6 The distinction between required and optional materials is clearly explained.

Learner Activities and Learner Interaction

5.1 The learning activities promote the achievement of the stated learning objectives or competencies.
5.2 Learning activities provide opportunities for interaction that support active learning.
5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.
5.4 The requirements for learner interaction are clearly stated.

Course Technology

6.1 The tools used in the course support the learning objectives and competencies.
6.2 Course tools promote learner engagement and active learning.
* 6.3 Technologies required in the course are readily obtainable.
6.4 The course technologies are current.
* 6.5 Links are provided to privacy policies for all external tools required in the course.

Learner Support

* 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
* 7.2 Course instructions articulate or link to the institution's accessibility policies and services.
* 7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.
* 7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.

Accessibility and Usability

8.1 Course navigation facilitates ease of use.
* 8.2 Information is provided about the accessibility of all technologies required in the course.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.
8.4 The course design facilitates readability.
8.5 Course multimedia facilitate ease of use.

The highlighted standards above indicate standards that could be present in your syllabus. Non-highlighted standards are important, but would be present in the course. Standards preceeded by an asterics indicates the standard would be met if the LOR is added to your course.

Page 2

QM Aligned Parts of a Course Syllabus:
Formerly known as the 11-Parts of a Syllabus

1. **Heading of Syllabus:**
   - School/Academic Area
   - Course Number, Title, level, and credit hr.
   - Instructor Name
   - Instructor Contact Information
   - Office Hours (Location/Days/Times)
2. **Description/Rationale:**
   - Need and purpose of the course
3. **Relationship to Other Courses/Curricula:**
   - How does it relate to other curricula
   - Prerequisites
4. **Knowledge, Skills, and Dispositions:**
   - Objectives/Student Learning Outcomes
   - Explain how course will achieve these goals
5. **Text/Reading List/Bibliography:**
6. **Course Requirements/Evaluation:**
   - Letter Grades/Grading Breakdown
   - Late Work
7. **Assignment Descriptions:**
   - Detailed descriptions of assignment and how learning will be assessed
8. **Course/Online Policies:**
   - Communication policies
   - Netiquette
   - Technology
9. **Institutional Policies:**
   - Academic Integrity
   - Office of Disability Services Statement
   - Statement of Student Rights
   - Grievances Statement
   - Off-Campus Field Experiences
   - Intellectual Property
   - Mental Health Statement
   - Diversity Statement
10. **Topical Outline:**
    - List topics to be covered in each of the sixteen weeks of the Semester

11. **Any Applicable Appendices:**

    - NCATE Standards

    - ISLLC Standards

The original document can be found at http://ehe.osu.edu/assessment/governance/

LEGEND

P	Where item was located
NF	Not Found
CC	Found but does not adhere to the EHE Curriculum 11-Parts
QM	Found but does not adhere to the QM Rubric

DEPARTMENT OF
CONSUMER SCIENCES
COLLEGE OF EDUCATION
AND HUMAN ECOLOGY

T·H·E
OHIO
STATE
UNIVERSITY

Twentieth Century Fashion History   2374 (3 cr.)

Spring Semester 2016 – Tu,Thur 3:00-4:20   200 Campbell Hall
Instructor   Wendy Goldstein
                     229B Campbell Hall (Inside 231 complex)
                     Ph: 292-7880
                     Email: goldstein.192@osu.edu
                     Office Hours: Tues and Thurs 10-12

Course Description

The course is a study of the rise of twentieth century fashion and beyond from an historical perspective. It considers cultural and global forces related to progress and change in the fashion industry, particularly industry developments leading to mass fashion. The course focuses on the connection between fashionable dress, culture, and society with emphasis on the reciprocal relationship of fashion to social customs, economics, technology, religion, art, war, politics, and entertainment of all sorts--music, theater, dance, sports and more. An important aspect of the course is recognition of the influence of historic dress on contemporary fashion trends.

Course goals:

1. Students will gain an understanding of the growth and development of the American fashion industry from the late 19th c., the 20th c., and the first decade of the 21st century.

2. Students will gain an understanding of the relationship between fashion and various aspects of culture that inform it: social life and customs, politics, the arts, entertainment, etc.

3. Students will recognize that past fashions function to inform contemporary style.

Course Objectives
Learning Objectives: at the close of the course students will be able to:

1.   Accurately evaluate historic garments and visual expressions of them to identify changes that occurred in fashionable dress from the late nineteenth century through the beginning of the 21st century with emphasis in using this knowledge to determine the relationship between contemporary fashion and historical dress.

2.   Describe and evaluate the impact of the most outstanding designers and fashion related businesses on growth and expansion of fashion in Europe and America in the late 19th, the 20th century and beyond.

3.   Evaluate the rise of the American fashion industry--manufacturing, retailing, communication media, design, etc.-- in light of advancements in science, technology, social life and global trade.

4.   Identify, compare, and analyze the relationships between fashionable dress and politics, war, art and aesthetics, economics, social customs, and entertainment--sports, music, theater, dance, etc. during the 20th century.

This course satisfies GEC requirements for Historical Studies.

Historical Studies Goals and Objectives.

Goals:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.

2. Students describe and analyze the origins and nature of contemporary issues.

3. Students speak and write critically about primary and secondary historical   sources by examining diverse interpretations of past events and ideas in their historical contexts.

Required Course Materials
Assigned readings include texts that are available to purchase at the campus bookstore, materials available on Carmen, and handouts from the instructor. See course schedule for specific readings.

OSU Bookstore:

--Welters, L. and Cunningham, P.A., editors. ***Twentieth- Century American Fashion***. Oxford and New York: Berg, 2005.

--Mendes, Valerie and Amy de la Haye. ***Fashion Since 1900****.* London: Thames & Hudson, 2010.

Other Required Materials:
1.   OSU e-mail account. If you do not have an OSU e-mail account, on the Internet go to https://acctmgt.service.ohio-state.edu/ to create one.
2.   Computer access to Internet (for Carmen), Microsoft Word & Adobe Acrobat Reader.
      a. Carmen address - http://carmen.osu.edu
      b. Please see the Carmen website and scroll down for links to information about browsers compatible for Carmen, computer requirements and other useful information to assist you in successful use of this course management tool.
      c. If you need assistance with Carmen or other OSU technology, call 688HELP.

Course Policies:
1.   <mark>**Sending e-mail:** when sending e-mail, be sure to put **FRS 2374** in the **Subject line**.</mark>

2.   **Assigned Course Material:** Students are responsible for all **material assigned** in the text, even if it is not covered during class.

3.   **Attendance, Tardiness & Courtesy:**
      a. Students are expected to *attend class* and be on time for all scheduled sessions.

      b. Students are reminded that *tardiness* is disruptive to fellow students as well as the instructor.   Please show your respect for class members by minimizing tardiness.

      c. Please turn off cell phones, pagers, and other beeping devices during class. It is not acceptable to take or make calls during class.

4.   **Rules for Exams and Quizzes:**
      a. Students are expected to take exams when scheduled. Failure to do so will result in a zero. Make-ups will be given only when all 3 of these conditions are met: 1) the student notifies the instructor **within 24 hours of the scheduled exam time** that the exam will be/was missed, 2) the circumstances are extenuating, and 3) the student presents proof of the circumstances (original documents, no copies).

      b. Personal digital assistant devices, pagers, cellular telephones, and other electronic devices cannot be used during exams or quizzes, including a calculator. Using any of these during an exam or quiz will be reported as a suspected case of Academic Misconduct and handled in accordance with University policy.

5.   **Assignments:**
      Assignments are due on the dates indicated on the syllabus. LATE ASSIGNMENTS WILL HAVE 3 POINTS DEDUCTED PER DAY. No assignments will be accepted one week past the due date, unless the professor is shown that circumstances are extenuating.

Assignments and Grades will be weighted as follows:

Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Final Exam	100 points
4 Costume Collection (25pts)	100 points
4 online quizzes (25 pts)	100 points
5 Historical Research (20 pts)	100 points
Historicism Project	100 points
Total points	800

Grades will be assigned as follows:
100-94%=A, 93-90%=A-, 89-87%=B+, 86-83%=B+, 82-80%=B-, 79-77%=C+, 76-73%=C, 72-70%=C-, 69-68=D+, 67-60%=D, below 60%= E.

Academic Misconduct:
The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services:

Anyone who feels the need for an accommodation based on the impact of a disability should contact the instructor for an appointment, **no later than the second week of class**. At the appointment, we can discuss the course format, anticipate your needs, and explore potential accommodations. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not contacted the Office for Disability Services, we encourage you to do so. **Note**: It is your responsibility to make your accommodation needs known to faculty. If a student with a disability does not request accommodations, instructors are under no obligation to provide accommodations. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/.

Grievances and Solving Problems:
 According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*: then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union." "Grievances against graduate, research, and teaching assistants should be submitted first *to the supervising instructor*, then to the chairperson of the assistant's department. "

Statement on Diversity:
 The Department of Consumer Sciences affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Costume Collection (CC)

There are 5 Costume Collection quizzes which are designed to help you identify primary sources of clothing to help you understand the resources available on the web for historic research. This is will help you dramatically for your final project! Some garments may be viewed on https://Fashion2Fiber@osu.edu. **Fashion2Fiber** is a reference resource of historic costume and textiles ranging in date from 1800 to 2010 selected from the Ohio State University Historic Costume & Textiles Collection. The site is unique resource of in-depth information of clothing artifacts useful for many disciplines including the areas of theatrical costume design, fashion design, history, textile history, popular culture, textiles and textile conservation. Fashion2Fiber has been developed in part through the support from the Friends of the Historic Costume & Textiles Collection and from the Institute for Museum and Library Services.

The quiz questions will be available on Carmen and will be open for one week. They generally cover two decades. The questions will provide sources for different online costume collections. The numbers in parentheses, in the questions, are the acquisition numbers specific to the collection you are directed to.

You will need to search for the item by acquisition number (Eg. 1999.43.2) on each site. There are different search options for each collection (though they are similar). You will have plenty of time to leave the quiz and review websites to explore these primary sources. Please complete the quiz by midnight of the due dates on the course outline.

There will be opportunities for you to view historic artifacts of clothing from the Ohio State University Historic Costume Collection in class. The curator, Gayle Strege, or I will present items from the collection to you.

Historical Activities (His Act)

There are 5 Historic activities (20 points each) that are required. They are included as assignments on your Course Outline. They can be found on Carmen under Quizzes/ Historical Activity. Please follow the instructions and answer the questions. These activities are designed to help you learn more about historical research and will be open for one week before they are due. They must be completed by midnight on the due dates on the course outline.

Quizzes

There are 3 (25 pt each) online quizzes that cover reading materials posted on Carmen. They are included as assignments on the Course Outline. You may take the quiz anytime during the day it is due. Once you begin, you will have ½ hour to take each 11 question quiz. Your results will post immediately.

There is 1 (25 pt) online Exhibit quiz. View the **American Aesthetics** exhibit at The Historic Costume & Textile Collection**.** You may take the Exhibit Quiz online anytime during the semester before the due date on the syllabus. Your results will post immediately.

The exhibit is located in 279 Campbell Hall at 1787 Neil Ave. Hours are Tuesday-Thursday 10-5, Friday 10-4, non-football Saturdays 12-4.

Films
There are 4 required films for your viewing pleasure this semester. They are listed on your course outline under readings. The first is available on YouTube. It is the full length version of **Mr. Sears Catalogue**. The other 3 films are available in the OSU Secured Media Library(SML). You can access them at https://drm.osu.edu/media. To watch them find the film, click on it to select it, and open it by clicking on the type of device you are using. In most cases standard will work! If you are having problems you can switch devices…. computer, tablet, phone.

Course Outline CSFRST 2374 Spring 2016

DATE	SUBJECT	READING(T)= text (C)= Carmen (SML)= Secured Media Library	ASSIGNMENT
Tues, 1/12	**Origins of Dress**, Primary Sources, Father of Haute Couture, and Beau Brummel	C) Tortora, Survey " Introduction" (C) Welters , Setting the Scene	
Thurs, 1/14	Setting the Scene, Historical Silhouettes	(T) 20th C Amer Fashion Chap 1	
Tues, 1/19	Rise of the Department Store	(C) Benson Chap 1 & 6 (SML) (YouTube) Mr. Sears Catalogue	**QUIZ 1 & Hist Act #1**
Thurs, 1/21	**Reforming Fashion**: Politics, Health, and Art	(C) Reforming Fashion 1850-1914	
Tues,1/26	**1900-1910 Modernism**	(T) Fashion Since 1900 Chap 1 (T) 20th C Amer Fashion Chap 3	Hist Act #2
Thurs, 1/28	1910-1920 Fashion and War	(T) Fashion since 1900 Chap 2	
Tues, 2/2	**EXAM 1 online**		**EXAM 1**
Thurs , 2/4	**1920's: The Jazz Age**	(T) 20th C Amer Fashion Chap 4	**His Act #3**
Tues, 2/9	Designers	(C) Fashioning the Future	**QUIZ 2**
Thurs, 2/11	Fashion Illustrators and Photographers		
Tues, 2/16	**1930's: Hollywood and Fashion**	(T) Fashion since 1900 Chap 3 (T) 20th C Amer Fashion Chap 5	
Thurs, 2/18	1930's Designers & Technology and fashion	(C) Textiles & Fashion in the 1930's	**CC#1**
Tues, 2/23	**EXAM 2 online**		**EXAM 2**
Thurs, 2/25	**1940's: Post War Fashion**	(SML) (Completely)Dior (T) Fashion since 1900 Chap 4	
Tues, 3/1	40's Designers	(SML) Theatre de la Mode Watch http://inside.chanel.com	QUIZ 3
Thurs, 3/3	**1950's** Post War Baby Boom	(T) Fashion Since 1900 Chap 5 (T) 20th C Amer Fashion Chap 8	
Tues, 3/8	Anti-fashion and Designers		**CC#2**
Thurs, 3/11	**1960's: Youthquake**	(T) Fashion since 1900 Chap 6	
March 14-18	**SPRING BREAK RELAX AND ENJOY!!!**		
Tues, 3/22	Peacock Revolution, Op & Pop Art	(T) 20th C Amer Fashion Chap 9	**His Act #4**
Thurs, 3/24	EXAM 3 online		EXAM 3

Tues, 3/29	**1970's** Leisure suit and polyester	(C) The Leisure Suit	
Thurs, 3/31	**1970'S The Me Decade**	(T) 20th C Amer Fashion Chap 10	**FINAL PROJECT**
	Punk Chaos	(T) Fashion since 1900 Chap 7	**DUE**
Tues, 4/5	Dress for Success and Designers	(SML)Versailles 1973	**CC#3**
Thurs, 4/7	**Excess and the 1980's**	(T) Fashion since 1900 Chap 8	
		Visit American Aesthetics	**EXH QUIZ 4**
Tues, 4/12	80's Designers	(T) 20th C Amer Fashion Chap 11	
Thurs, 4/14	**1990's: Democracy of Fashion**	(T) Fashion since 1900 Chap 9	**His Act #5**
	Hip Hop		
Tues, 4/19	1990's Men's wear	(T) 20th C Amer Fashion Chap 12	
	21st Century	(T) Fashion since 1900 Chap 10	**CC#4**
Thurs, 4/21	**FINAL online all day**	STUDY	**FINAL online**

Prepared by Wendy Goldstein, Senior Lecturer , goldstein.192@osu.edu
Maximum Students 50   (the face to face class will remain at 299)

The course is a study of the rise of twentieth century fashion and beyond from a historical perspective. It considers cultural and global forces related to progress and change in the fashion industry particularly industry developments leading to mass fashion. The course focuses on the connection between fashionable dress, culture, and society with emphasis on the reciprocal relationship of fashion to social customs, economics, technology, religion, art, war, politics, and entertainment of all sorts – music, theatre, dance, sports, film, television and more. An important aspect of the course is recognition of the influence of historic dress on contemporary fashion trends.

ELO1
Students construct an integrated perspective on history and the factors that shape human activity. Modules, readings, films and you tube clips give students the tools to describe and evaluate the impact of the most outstanding designers and fashion related businesses growth and expansion in Europe and America in the late 19th, the 2oth century and beyond. In addition, students evaluate the rise of the American fashion industry in light of advancements in science, technology, social life, and global trade. **Group Wikipages** will be used to facilitate student to student interaction regarding the main influencers of each decade**. Quizzes and exams** are used to evaluate the expected learning outcomes.

ELO2
Students describe and analyze the origins and nature of contemporary issues. Students can identify, compare, and analyze the relationships between fashionable dress and politics, war, art and aesthetics, economics, social customs, and entertainment. **Quizzes and exams** are used to evaluate the expected learning outcomes. **Two Discussion boards** will stimulate student to content and student to instructor exploration of the relevance of certain historic events to fashion today. In addition, students are quizzed on a fashion exhibit in the OSU gallery or Online, which explores all the above components.

ELO3
Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
Through readings, modules, and historic garments shown on-line students can accurately evaluate historical garments and visual expressions of them to identify

changes that occurred in fashionable dress from the late 19th century through the beginning of the 21st century with emphasis in using this knowledge to determine the relationship between contemporary fashion and historical dress. An entire module and learning object is devoted to defining what historical primary and secondary sources are and how they apply to fashion.

In addition, there are several activities and a final project that help students understand and use primary and secondary historical sources. Students examine primary source fashion collections online through **4 costume collection activities** that are evaluated with quizzes. In addition, students have **5 historical activities** that explore primary historical sources such as digital personal interviews of apparel industry laborers, witnesses and survivors of the triangle shirtwaist factory fire that led to unionization, etc**. Quizzes** are used to evaluate the expected learning outcome of these activities.

The **final project** is a historicism project that asks students to compare and analyze, using historical context, 10 historic items of clothing from primary sources with 10 contemporary pieces of clothing.

> **PURPOSE:**
> 1. To demonstrate student knowledge of the influence of historic costume on contemporary fashion design.
> 2. To demonstrate student ability to use primary sources to determine which period of historic costume influenced a particular style of contemporary dress during the twentieth century.
> 3. To explain (through analysis of current themes or trends in society) why students believe the historic style was used by the contemporary designer.
>
> **Criteria for Evaluation of Project**
> - 10 points Correct Organization
> - 20 points Accuracy of interpretation
> - 20 points Correct Citations
> - 20 Used primary sources
> - 20 Describes time period influences
> - 10 Labels historic period

Multiple attempts are available on the first quizzes and activities for students to acclimate to the assessment methods. Grade results were shared on Carmen and test review sessions were available with UG TA's. If testing scores were low, I offered a review session or clarified sections or areas that were unclear.

Weekly module introductions and opportunities for feedback will allow for tweeking of course structure and content to improve student engagement. A survey will be given at the course conclusion to evaluate the class. Results will be compiled and reviewed for corrective actions.

Course	CS-FRS2374DL History of 20th Century Fashion Online version				
GE Goal					
			C= Carmen T=Text SML=Secured Media Library		
Week	Content	Teaching Method	Course Materials	Assignment/Exam	Learning Objective(s)
1	Intro Origins of dress Setting the scene	Welcome video Video lecture	(C) Tortora (C) Welters Setting the Scene (T) 20th C Amer Fashion Chap 1	Syllabus/course quiz Background survey Minute paper: What are you most excited to learn about? Activity : Primary, secondary sources for research	GE3-Speak and write critically about primary and secondary sources by examining diverse interpretations or past events and ideas in their historical context
2	Rise of Department Store Reforming Fashion	Weekly Intro video Video lecture: Rise of Dept stores Video lecture: Politics, Health, & Art	(C) Benson Chap 1 & 6 (YouTube) Mr Sears Catalogue (C) Reforming Fashion 1850-1914	Read online articles Quiz 1 Historical Act #1 (Apparel Workers) Primary source Group Wiki	LO3- Evaluate the rise of the American fashion industry in relation to advancements in science, technology, and global trade LO2 -Describe and evaluate the impact of the most outstanding designers and fashion related businesses on the growth and expansion of the fashion industry in Europe and American from the late 19th c through the 20th c Examine Primary sources of historic dress GE2- Describe and analyze the origins and nature of contemporary issues
3	1900-1910 1910-1920	Weekly Intro Video Video lecture: Video lecture:	(T) Fashion Since 1900 Chap 1 (T) 20th C Amer Fashion Chap 3 (T) Fashion since 1900 Chap 2	Historical Act #2 Tri Fire Group Wiki	LO3 - Evaluate the rise of the American fashion industry in relation to advancements in science, technology, and global trade GE2- Describe and analyze the origins and nature of contemporary issues Examine Primary sources of historic dress
4	1920's	Weekly Intro Video Video lecture	(T) 20th C Amer Fashion Chap 4	Exam 1 Historical Act #3 Fashion Adv	LO3- Identify,compare, and analyze the relationships between fashion and politics, war, art, economics,social customs, and global trade. LO2 -Describe and evaluate the impact of the most outstanding designers and fashion related businesses on the growth and expansion of the fashion industry in Europe and American from the late 19th c through the 20th c Examine Primary sources of historic dress
5	1920's designers Illustrators and photographers	Video lecture: Video lecture:	(C) Fashioning the Future	Quiz 2 Fashioning the Future Group Wiki	LO2 -Describe and evaluate the impact of the most outstanding designers and fashion related businesses on the growth and expansion of the fashion industry in Europe and American from the late 19th c through the 20th c GE2- Describe and analyze the origins and nature of contemporary issues LO3- Evaluate the rise of the American fashion industry in relation to advancements in science, technology, and global trade
6	1930's 1930's Designers and technology	Weekly Intro Video Video lecture: Video lecture:	(T) Fashion since 1900 Chap 3 (T) 20th C Amer Fashion Chap 5 (C) Textiles & Fashion in the 1930's	OSU Costume Collection #1 20-30's Group Wiki	LO1- Evaluate historic garments and identify the changes that occurred in them from the late 19th c through the 20th c to determine the relationship between contemporary fashion and historical dress Examine Primary sources of historic dress GE2- Describe and analyze the origins and nature of contemporary issues
7	1940's	Weekly Intro Video Video lecture: Video lecture:	(SML) (Completely)Dior (T) Fashion since 1900 Chap 4	Exam 2 Dior and The New Look* Group Wiki	LO4- Identify,compare, and analyze the relationships between fashion and politics, war, art, economics,social customs, and global trade. LO2 -Describe and evaluate the impact of the most outstanding designers and fashion related businesses on the growth and expansion of the fashion industry in Europe and American from the late 19th c through the 20th c GE2- Describe and analyze the origins and nature of contemporary issues
8	1940's Designers	Weekly Intro Video Video lecture:	(SML) Theatre de la Mode Watch http://inside.chanel.com	Discussion Board Quiz 3 Inside Chanel	GEG- Recognize how past events are studied and how they influence today's society and the human condition
9	1950's Elvis Anti-fashion & designers	Weekly Intro Video Video lecture: Video lecture:	T) Fashion Since 1900 Chap 5 Anti-fashion and Designers	Costume Collection #2 40-50's Elvis (T) 20th C Amer Fashion Chap 8 Group Wiki	LO1- Evaluate historic garments and identify the changes that occurred in them from the late 19th c through the 20th c to determine the relationship between contemporary fashion and historical dress Examine Primary sources of historic dress GE2- Describe and analyze the origins and nature of contemporary issues
10	1960's The Swinging 60's YSL & Le Smoking Op & Pop Art	Weekly Intro Video Video lecture: Video lecture:	(T) Fashion since 1900 Chap 6 T) 20th C Amer Fashion Chap 9	Historical Act #4 Paper Dress *The Swinging 60's *YSL and Le Smoking	Examine Primary sources of historic dress GE2- Describe and analyze the origins and nature of contemporary issues
11	The Summer of Love The Peacock Revolution	Weekly Intro Video Video lecture:	(C) The Leisure Suit	Group Wiki Summer of Love* Costume Collection #3 60-70's Exam 3	LO4- Identify,compare, and analyze the relationships between fashion and politics, war, art, economics,social customs, and global trade. LO2 -Describe and evaluate the impact of the most outstanding designers and fashion related businesses on the growth and expansion of the fashion industry in Europe and American from the late 19th c through the 20th c GE2- Describe and analyze the origins and nature of contemporary issues LO1- Evaluate historic garments and identify the changes that occurred in them from the late 19th c through the 20th c to determine the relationship between contemporary fashion and historical dress Examine Primary sources of historic dress
12	1970's The Me Decade Bowie and Androgyny Punk on the Kings Road	Weekly Intro Video Video lecture: Video lecture:	(T) 20th C Amer Fashion Chap 10 (T) Fashion since 1900 Chap 7	Historicism project (scaffolded skills) *Bowie and Androgeny *Punk on the King's Road	GE3-Speak and write critically about primary and secondary sources by examining diverse interpretations or past events and ideas in their historical context GE1- Construct an integrated perspective on history and factors that shape human activity GE2- Describe and analyze the origins and nature of contemporary issues LO2 -Describe and evaluate the impact of the most outstanding designers and fashion related businesses on the growth and expansion of the fashion industry in Europe and American from the late 19th c through the 20th c GE2- Describe and analyze the origins and nature of contemporary issues
13	Dress for Success 1970's Designers 1980's Japanese designers in Paris	Weekly Intro Video Video lecture: Video lecture:	(SML)Versailles 1973 (T) Fashion since 1900 Chap 8	Group Wiki Discussion Board Japanese designers in Paris	LO3- Evaluate the rise of the American fashion industry in relation to advancements in science, technology, and global trade
14	80's designers Versace and Supermodels	Weekly Intro Video Video lecture: Video lecture:	Visit online Costume Exhibit (T) 20th C Amer Fashion Chap 11	Exhibit Quiz 4 Versace and Supermodels Marc Jacobs and Grunge Group Wiki	Examine Primary sources of historic dress LO2 -Describe and evaluate the impact of the most outstanding designers and fashion related businesses on the growth and expansion of the fashion industry in Europe and American from the late 19th c through the 20th c GE2- Describe and analyze the origins and nature of contemporary issues
15	1990's Hip Hop 21st Century	Weekly Intro Video Video lecture: Video lecture:	(T) Fashion since 1900 Chap 9 T) 20th C Amer Fashion Chap 12 T) Fashion since 1900 Chap 10	Historical Act #5 Punks Group Wiki Calvin Klein's Minimalism McQueen's Runway Robots Costume Collection #4 80-90's	Examine Primary sources of historic dress GE2- Describe and analyze the origins and nature of contemporary issues LO1- Evaluate historic garments and identify the changes that occurred in them from the late 19th c through the 20th c to determine the relationship between contemporary fashion and historical dress LO2 -Describe and evaluate the impact of the most outstanding designers and fashion related businesses on the growth and expansion of the fashion industry in Europe and American from the late 19th c through the 20th c LO3- Evaluate the rise of the American fashion industry in relation to advancements in science, technology, and global trade Examine Primary sources of historic dress
Exam Week				Final Exam Course Evaluation	

Consumer Science: Fashion and Retail 2374

==I am sorry for any confusion about this class format.   The idea here is to present another delivery method of a class that is currently taught face-to-face. The current face-to-face class has continually been closed out and wait-listed. The thought is that an online class would be a way to reach more students. This online section is an alternative format to the face-to-face section that will continue to be taught as well. I have refined a lot of the course since I submitted this proposal in May. I have been working with Sara Bear and Jennifer Cooke in EHE Education Technology and am currently in the 6 week UCAT online class to continue to improve the structure and content of this class.==

The Panel did not take a vote on the course but would like clarifications about the following first:
- The Panel does not really understand what is going on in the course. For example:
  - How do students meet the instructor in the distance learning environment? ==I have recorded a video introduction to meet the students and explain the overall goals of the class.. It will appear in the first Content Page in the Modules section of Canvas. In addition, we are creating a 7 minute video on space fashion from the 1960's with the help of Eric Neeb, Senior Video Producer at EHE Education Technology. Our hope is to create more specialized topics over time. We are also writing a syllabus quiz that the students must pass in order to proceed in the class. This will help to ensure that they have studied the syllabus which explains how the class will work==. Are there any lectures? ==Lectures are recorded through Mediasite and are almost complete. They will be released weekly through the modules available on Canvas. There will be assignments due each week. We are in the process of structuring the Master Class now==. Are the discussions synchronous or asynchronous? ==Discussions are asynchronous and will be formatted through Canvas.== How do students receive feedback from the instructor? ==Feedback will be through Canvas and email. There is a great video feedback option on Canvas so I can actually speak to the students with my feedback too.==
  - Office hours: Are these in person or virtual or both? ==Office hours have been removed from the syllabus and information will be included about how to contact me via email and how quickly the student can expect a response. If a student requests a face-to-face meeting, this can be arranged.==
  - How are discussions fostered in the discussion forums and how are the contributions graded? ==I will initiate a topic for discussion and have them respond. In addition, I am completing a rubric for grading. Students will also have ungraded peer discussions for further involvement. The thought is to have them engage with myself and other students. I am working with Sara Bear in EHE Education Technology and UCAT to learn best practices for online teaching.==
- How is safety of on-line quizzes and exams guaranteed? ==Online quizzes and exams are done through Canvas. There is a bank of questions (say 60 for an exam of 50).   Each student's exam is a different random selection from this bank. In addition, the possible answers are randomly arranged by question and by student to ensure safety. The exams can also be times, just as a face-to-face exam would be. These are great options provided by Canvas.==
- P. 2 of both syllabi: The term "GEC" has not been used since semester conversion. Please use "GE.". ==I will correct this and thank you==