

Delta State University
College of Education
Division of Family & Consumer Sciences

FCS 320
Spring 2011

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COURSE SYLLABUS

Course Description

FCS 320 Historic Costume. Costume from ancient to modern times, with emphasis on historic and socioeconomic influence. 3 hours lecture. 3

Course Objectives

1. Become knowledgeable and familiar with Western dress in periods from ancient to modern times, through reading, lecture, visuals and possible visits to museums or historical sites.
2. Identify basic silhouettes and important garments and styles for each time period studied.
3. Develop an understanding of dress as a reflection of society (resources, trade, technology, economic and political conditions, the arts, etc.)

Text

Tortora, P. and Eubank, K. (2010). *A survey of historic costume* (5th Ed.). New York: Fairchild Publications.

Study Guide to accompany text.

TENTATIVE Course Requirements and Evaluation

Term project	150
3 exams	300
Final	100
Weekly articles/homework	
	<u>100</u>
Total	650

Grading Scale

94 - 100 = A
85 - 93 = B
75 - 84 = C
65 - 74 = D
64 and below = F

Subject Matter To Be Studied

The Ancient World
The Middle Ages
The Renaissance
Baroque and Rococo
The Nineteenth Century
The Twentieth Century

Justification

Students in Fashion Merchandising need to understand all of the major costume periods in order to develop creative talents and interpret current trends. The clothing of the past is often used as inspiration for contemporary apparel designs and serves as a background for merchandising. There is no other course that covers historical periods.

Attendance Policy

Class attendance is required and expected. University policy will be followed in determining a student's eligibility to pass as related to absences.

Three tardies or early departures constitute one absence.

Excused absences should be cleared with the instructor in advance whenever possible.

There are a maximum of 7 absences allowed for this class, which includes excused and unexcused absences. An 8th absence will result in the student being cut out of the class.

Sleeping in class or cell phone use (including texting) is equivalent to one unexcused absence.

University Policy on Cheating and Plagiarism

Cheating and plagiarism are not to be tolerated. If it is established beyond a reasonable doubt that a violation has occurred, instructors may determine the penalty, or may report the offense to the division/department chair and dean of their school. The usual penalty involves the grade of zero on the test, examination, or paper in question. If cheating or plagiarism is suspected, but not established beyond a reasonable doubt, the instructor may require the student to take another test or submit another paper. A second offense by any student should be reported immediately for more stringent action.

Accommodation of Disabilities

It is the responsibility of students who have professionally diagnosed disabilities to notify the instructor so that necessary and/or appropriate modifications can be made to meet any special learning needs.

Important Information

1. All assignments are due at the beginning of the class meeting on the date assigned. Late papers will receive a deduction in points.
2. No test will be given early or late except for excused absences with prior arrangements.
3. Three exams in one day is a special circumstance; each situation will be considered individually.
4. All written reports must be typed, footnoted, and carefully proofread! Your ability to communicate effectively is considered extremely important. You must be able to communicate ideas and concepts in both written and oral form. **HOW YOU SAY WHAT YOU SAY WILL ALSO BE GRADED.** The teaching of writing as a subject matter is the responsibility of the Department of English; however, the Division of Family and Consumer Sciences advocates that written assignments such as reports and projects are appropriate for courses in Historic Costume. The Division consequently expects that students will construct writings that are grammatically accurate, appropriately organized, specifically developed, and correctly spelled.
5. Make an appointment with the professor if and when you have questions regarding this class, your progress, etc.
6. **MAKE A DUPLICATE COPY OF ALL WRITTEN REPORTS THAT YOU SUBMIT!** Keep an electronic copy of all written reports.
7. Each student must have a working email account and a working Okra mail account.

Notebook

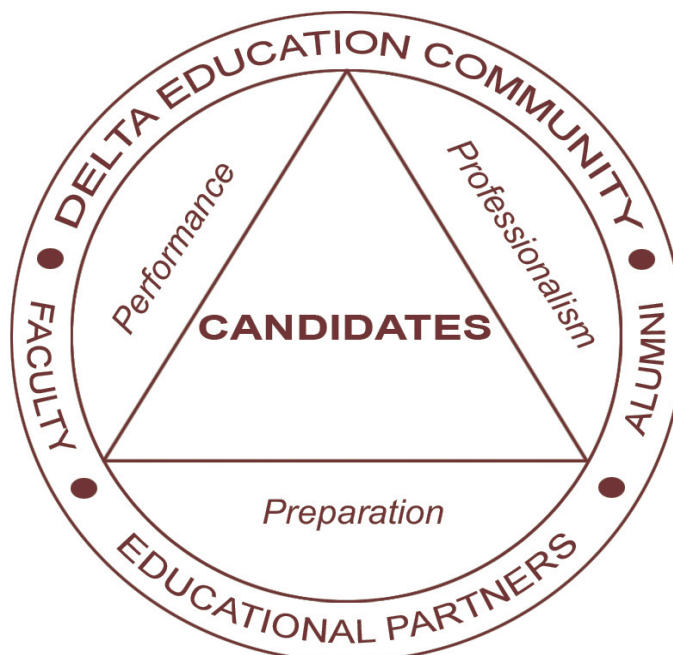
A loose leaf notebook that accommodates 8 1/2" x 11" paper is required. This notebook should be used for all handouts, notes, assignments, and most projects completed in this course. Section dividers and other means of organization will be required.

FCS 320 Historic Costume
Collateral Reading

- Baker, B. (1992). *Fashions of a decade: the 1940's*. New York: Facts on File, Inc.
- Baker, B. (1992). *Fashions of a decade: the 1950's*. New York: Facts on File, Inc.
- Batterberry, Ariane and Michael. (1997). *Fashion: The mirror of history*. New York: Crown Publishers.
- Bigelow, M.S. (1979). *Fashion in history*. New York: Macmillan Publishing Co.
- Bradley, C. G. (1954). *Western world costume*. New York: Appleton Century Crafts.
- Contini, M. (1965). *Fashion from Ancient Egypt to the present day*. New York: The Oddesy Press.
- Crawford, M.D.C. (1967). *One world of fashion*. New York: Fairchild Publications, Inc.
- Cunnington, C.W. (1959). *The history of underclothes*. London: Michael Joseph Ltd.
- Davenport, Millia. (1956). *The book of costumes*. New York: Crown Publishers.
- Gold, A. (1991). *90 years of fashion*. New York: Fairchild Publications.
- Hall, L. (1992). *Common threads: A parade of American clothing*. Boston: Little, Brown & Co., Inc.
- Hill, M. H. and B., Peter K. (1987). *The evolution of fashion (1066-1930)*. London: Reinhold Publishing Corp.
- Kerr, Rose N. (1951). *100 years of costumes in America*. Massachusetts: The Davis Press, Inc.,
- Kohler, K. (1928). *A history of costume*. London: G. Howard Watt.
- Kybalova, L., Hervenova, O., and Laorova, M. (1968). *Pictorial encyclopedia of fashion*. London: Crown Publishers Inc.
- McClellan, E. (1969). *Historic dress in America*. New York: Benjamin Bloom Inc.
- Mulvagh, J. (1988). *Costume jewelry in Vogue*. New York: Conde Nast Publications, Inc.
- Murray, M.P. (1989). *Changing styles in fashion*. New York: Fairchild Publications.
- Peacock, J. (1994). *Costume: 1066-1990's*. London: Thames and Hudson Ltd.
- Pistolesses, R. and Horsting, R. (1970). *History of fashion*. New York: John Wiley and Sons, Inc.
- Raymond, W. H.T. (Editor). (1965). *Men's wear, 75 years of fashion - 1890-1965*. New York: Fairchild Publications.
- Shields, J. (1991). *Hats*. New York: Clarkson N. Potter, Inc.
- Wilcox, R. T. (1958). *The mode in costume*. New York: Charles Scribner's Sons.
- Wilcox, R. T. (1959). *The mode in hats and headdress*. New York: Charles Scribner's Sons.
- Worth, J. P. (1928). *A century of fashion*. Little Brown and Co.
- Yarwood, D. (1972). *English costume from the second century, B.C. to 1972*. London: B.T. Batsford, Ltd.
- Yarwood, D. (1986). *The encyclopedia of world costume*. New York: Bonanza.

Delta State University
College of Education
Conceptual Framework

DELTA P³ MODEL



Vision: The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the greater Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology**, infused throughout programs and services. (GP5)

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M-W 11-12:15

Tentative Class Schedule

Jan. 10	Introduction	1
Jan. 12, 19	Ancient Middle East	2
Jan. 24, 26	Crete and Greece	3

Jan. 31, Feb. 2, 7	Etruria and Rome	4
Feb. 9	TEST I	
Feb. 14	Byzantine	5
Feb. 16, 21	Middle Ages	5, 6
Feb. 23, 28	Middle Ages	6
Mar. 2	TEST II	
Mar. 7, 9	Italian Renaissance	7
Mar. 21, 23	Northern Renaissance	8
Mar. 28	17 th Century	9
Mar. 30, April 4	18 th Century	10
April 6	TEST III	
April 11	Directoire & Empire Periods	11
April 13	Projects Due	
April 18	Reports	
April 20	Reports, cont.	
April 20	Romantic Period	12
April 25	Crinoline Period	13
April 27	Bustle Period; 1890's	14
May 4 3:00 p.m.	Final Exam	