I. Course Description:

A study of the evolution of fashion through the decades; emphasis on the relationship of clothing, people, and times. Course content includes: fashion of men, women, and children through the centuries; political and social events, fashion leaders, and media influences which impacted fashion styles; study of key fashion designers in each decade who made a significant contribution to fashion design. MRCH 1311: History of Fashion is a 3-hour credit course. Students complete 1 fashion designer project, 1 digital/visual project, 1 research project, and 7 quizzes covering each major part of the textbook. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The conceptual framework and the vision, mission, and goals of the James I. Perkins College of Education describe a shared vision and purpose for the SFASU College of Education. The PCOE strives to achieve professional excellence through exemplary programs that are recognized at state, national and international levels.

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development in an interconnected global society. To accomplish this mission, the goals of the Perkins College of Education are to:

- Provide transformational experiences for our students.
- Promote meaningful and sustained enrollment growth.
- Attract and support high quality faculty and staff.
- Improve and maintain an optimal college culture.
- Provide academic and co-curricular innovations.
- Increase connections with stakeholders.

In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas and innovation and change
- Integrity, responsibility, diligence and ethical behavior
- Service that enriches the community
Program Learning Outcomes:
The design of this course supports the following Merchandising Program Learning Outcomes (PLOs):
1. The student will display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity and service) relative to the field of Merchandising.
2. The student will exhibit the professional behavior (strong communication skills, a professional image, a good work ethic and adequate preparation for employment in his/her specific discipline) expected in the field of Merchandising.
3. The student will demonstrate competence in his/her field using oral, written, and visual communication.
4. The student will be knowledgeable of the trends in Merchandising.
5. The student will know the global issues facing Merchandising.

“This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.”

Student Learning Outcomes:
Upon completion of this course, students will have the opportunity to:
1. Become familiar with fashion styles of each century and decade from civilizations around the world and the influences of fashion including fashion leaders, fabrics, and political, societal, and world events.
2. Identify silhouettes from each fashion era.
3. Become familiar with fashion designers and their contributions to fashion.
4. Understand the relationship between past styles and forecasting future fashion.
5. Develop a vocabulary of correct fashion terms relating to various ethnic and cultural interpretations during throughout fashion history.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
This course will consist of a combination of readings and lectures, audio-visual content, research and visual projects, and chapter exams to test the student’s critical thinking and application of textbook concepts. All activities and assignments are designed to allow students to make connections between historical and contemporary fashion. Students will have the opportunity to interact with classmates weekly through discussion postings and a group research project which will be continual throughout the semester. Students will also have the opportunity to create visual, design-focused work through a scrapbook project and designer presentation utilizing Canva. In addition to the weekly contact hours required for the course, this course must incorporate 150 minutes of asynchronous instruction into the course. In order to accomplish this, students will be expected to thoroughly review the textbook, resulting in chapter reading quizzes.

Topic: Jamie Cupit's Personal Meeting Room

Join Zoom Meeting
https://sfasu.zoom.us/j/9364682238?pwd=S0lWZXNFL2FT0HNQ0XpVN1Mwa3k1UT09

Meeting ID: 936 468 2238
Passcode: cupitMRCH
IV. Evaluation and Assessments (Grading):

Assignments are due at the specified time and are listed in the course syllabus on the calendar. Evaluation and assessment will include assignments and activities listed below. Each student should strive to earn as many points as possible out of the total 570 points. The semester grade is based on a percentage of points earned.

Assignments will include the following:
1. Chapter Quizzes (6 @ 50 pts each, 1 @ 20 pts) 320 points
2. Fashion Designer Project 100 points
3. Digital Scrapbook Project 100 points
4. Research Project (analysis of a classic movie) 50 points

Total possible points 570 points

Point Spread: Grade Percentage:
A – 90% and above A – 570 – 513
B – 89 – 80% B – 512 – 456
C – 79 – 70% C – 455 – 399
D – 69 – 60% D – 398 – 342
F – 59% and below F – 341 and below

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC, ASSIGNMENTS, DUE DATES</th>
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<tbody>
<tr>
<td>1 7/8 – 7/14</td>
<td>Introduction to Course, Syllabus review</td>
</tr>
<tr>
<td></td>
<td>Read Chapter 1: Introduction and review module</td>
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<td></td>
<td><strong>Complete Chapter 1 Quiz, due 7/14 @ 11:30 pm</strong></td>
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<tr>
<td></td>
<td><strong>PART I, Digital Scrapbook Project Review</strong></td>
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<td></td>
<td>Read PART I: The Ancient World and review module</td>
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<td></td>
<td>Read Chapter 2: The Ancient Middle East and review module</td>
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<td></td>
<td>Read Chapter 3: Crete and Greece and review module</td>
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<td></td>
<td>Read Chapter 4: Etruria and Rome and review module</td>
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<td></td>
<td><strong>Complete PART I Quiz: Covering PART I, Chapters 2-4, due 7/14 @ 11:30 pm</strong></td>
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<tr>
<td>2 7/15 – 7/21</td>
<td><strong>PART II</strong></td>
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<td>Read PART II: The Middle Ages and review module</td>
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<td></td>
<td>Read Chapter 5: The Early Middle Ages and review module</td>
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<td>Read Chapter 6: The Late Middle Ages and review module</td>
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<td><strong>Complete PART II Quiz: Covering PART II, Chapters 5-6, due 7/21 @ 11:30 pm</strong></td>
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<td><strong>PART III, Fashion Designer Research Project Review</strong></td>
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<td>Read PART III: The Renaissance and review module</td>
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<td></td>
<td>Read Chapter 7: The Italian Renaissance and review module</td>
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<td>Read Chapter 8: The Northern Renaissance and review module</td>
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<td><strong>Complete PART III Quiz: Covering PART III, Chapters 7-8, due 7/21 @ 11:30 pm</strong></td>
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<td>PART IV</td>
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</tbody>
</table>
| 3  | 7/22 – 7/28 | Read PART IV: Baroque and Rococo  
Read Chapter 9: The Seventeenth Century and review module  
Read Chapter 10: The Eighteenth Century and review module  
**Complete PART IV Quiz: Covering PART IV, Chapters 9-10, due 7/28 @ 11:30 pm** | Read PART V: The Nineteenth Century and review module  
Read Chapter 11: The Directoire Period and the Empire Period and review module  
Read Chapter 12: The Romantic Period and review module  
Read Chapter 13: The Crinoline Period and review module  
Read Chapter 14: The Bustle Period and the Nineties and review module  
**Complete PART V Quiz: Covering PART V, Chapters 11-14, due 7/28 @ 11:30 pm** |
| 4  | 7/29 – 8/4 | Read PART VI: From the Twentieth to the Twenty-first Century and review module  
Read Chapter 15: The Edwardian Period and World War I and review module  
Read Chapter 16: The Twenties, Thirties, and World War II and review module  
Read Chapter 17: The New Look: Fashion Conformity Prevails and review module  
Read Chapter 18: The Sixties and Seventies and review module  
Read Chapter 19: The Eighties and Nineties: Fragmentation and review module  
Read Chapter 20: The New Millennium and review module  
**Complete PART VI Quiz: Covering PART VI, Chapters 15-20, due 8/4 @ 11:30 pm** | Information not provided |
| 5  | 8/5 – 8/7 | Information not provided | Information not provided |

**VI. Readings (Required and recommended—including texts, websites, articles, etc.):**


**VII. Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. Evaluation data is used for a variety of important purposes including:

- Course and program improvement, planning, and accreditation;
- Instruction evaluation purposes; and
- Making decisions on faculty (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!”

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy

Institutional Absences (HOP 04-110)
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Code of Student Conduct and Academic Integrity

The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy. Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation.

- Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.
• Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

• Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

• Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

• Students with Disabilities
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

• Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

• Other important course-related policies:
***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)
IX: Resources

On-campus Resources:

- **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
  
  [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
  
  936.468.7249
  
  dos@sfasu.edu

- SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
  
  Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

- SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
  
  Human Services Room 202 • 936-468-1041

- **The Health and Wellness Hub** “The Hub”
  
  Location: corner of E. College and Raguet St.
  
  - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
    
    - Health Services
    - Counseling Services
    - Student Outreach and Support
    - Food Pantry
    - Wellness Coaching
    - Alcohol and Other Drug Education

  - [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
  
  936.468.4008
  
  thehub@sfasu.edu

- **Crisis Resources:**
  
  - Burke 24-hour crisis line 1(800) 392-8343
  - National Suicide Crisis Prevention: 9-8-8
  - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
  - Crisis Text Line: Text HELLO to 741-741

X: Other Relevant Course Information:

University Policies and Information---This class will adhere to all applicable university policies. Students should read and be familiar with these policies, found in the course syllabus and on the SFASU website.

Course Participation and Communication---Attendance and logging into Brightspace regularly is critical for success in a face-to-face, hybrid, or online course. Students are expected to come to class to participate in discussions and presentations. Likewise, students are expected to login to Brightspace to receive course announcements and email, retrieve posted documents, and check course grades. All assignments must be submitted as directed in the course syllabus, whether during class (F2F) or in the Brightspace Dropbox. Please do not wait until the last minute to ask questions about assignments that are due…emailing the instructor questions at the last minute could result in questions being unanswered and a missed deadline or poor grade.

My communication with you likely will be done almost entirely via Brightspace. I prefer that all course-related email be sent via the Brightspace Email tool. (Please note that Brightspace mail is NOT your @jacks.sfasu.edu account; Brightspace mail is contained within Brightspace.) My goal is not to let the online delivery medium
isolate us from each other; on the contrary, I want it to work for us. Timely replies are essential to that goal. My policy is that an email received between Monday morning and Friday at noon will receive a reply within 24 hours (and often much sooner). Emails sent between Friday at noon and Sunday night will receive replies on the first weekday after they are received (i.e. if you send an email on Friday at 11 p.m., it might be Monday before you get an answer).

When communicating to the class as a whole, I will use the News/Announcements feature in Brightspace. If I need to contact a student individually, I will send a message via Brightspace email. Students are highly encouraged to setup email and announcement notifications to ensure communications are not missed.

Assignments---To receive points for an assignment, it must be submitted as instructed, through the D2L Dropbox or in class. To receive credit, any work must have the student’s name prominently displayed. Any work submitted to the instructor for grading must be neat and professionally done, whether instructed to complete it by hand or digitally. Late work will automatically be penalized 5 points, even if it is only minutes late. It is your responsibility to submit your assignments on time…you are allowed adequate time to complete them. Missing work submitted more than one week after its original due date or during dead week will only be eligible for half credit. Absolutely no student work will be accepted after the last scheduled meeting time. In other words, no work may be submitted during finals week.